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Teachers' Perceptions of Efficacy Development in Elementary Public and Private Schools

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TEACHERS' PERCEPTIONS OF EFFICACY DEVELOPMENT IN ELEMENTARY PUBLIC AND PRIVATE SCHOOL SETTINGS

Dissertation

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by

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Dedication

I dedicate my dissertation to my incredible husband Chris and my amazing daughter Ella. Chris has been a constant source of strength, wisdom, and support for me through this process. I would never have made it without his believing in me and supporting me each step of the way. Ella is my constant cheerleader in all that I do. God has blessed me with these two incredible people in my life who are always on my side through it all, and I could not have completed this process without them.

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Abstract

Teacher efficacy has been studied by researchers since 1976. As researchers discovered the breadth of impact of teacher efficacy, the study of the topic increased, and researchers identified positive effects of teacher self-efficacy. Considering these influences on the educational system, researchers sought to study all aspects of efficacy development to replicate positive experiences for teacher efficacy in a large number of schools. A gap in the literature existed regarding efficacy development across unique school settings. Through this qualitative, basic interpretive study, I sought to fill the gap in the literature around teacher efficacy development by adding to the base of knowledge regarding the sources of teachers' perception of efficacy development in both public and private schools to determine how to best develop efficacy in all teachers across any school setting. I conducted a survey to categorize and identify participants and conducted individual interviews in three school settings: one public, one private nonsectarian, and one private religious-affiliated school to identify teachers' perceptions of efficacy development across unique school settings. A total of 22 teachers completed the survey, and I interviewed a total of 14 teachers. Teachers in all three school settings reported perceived efficacy development practices in effect. The public school teachers reported the perceived efficacy development practices in their school were administration-driven, while the private school teachers (both private nonsectarian school and private religious-affiliated school) reported the perceived efficacy development practices in their school were teacher or team-driven.

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Chapter I: Introduction

In 1976, the Los Angeles, California, Unified School District conducted a study focused on increasing reading test scores and identified teacher efficacy as a factor that impacted student achievement (Armor et al., 1976). Prior to the Los Angeles study, the concept of teacher efficacy had received little attention in research, but these findings inspired researchers to examine teacher efficacy and its impacts over the course of the next 40 years (Armor et al., 1976; Arslan, 2019; Bandura, 1977; Gaziel, 2014; Goddard et al., 2004; Goddard et al., 2015; Gray, 2016; Klassen, 2010; Mosoge et al., 2018; Perrachione et al., 2008; Prelli, 2016; Reaves & Cozzens, 2018; Tait, 2008; Tschannen-Moran et al., 1998; Viel-Ruma et al., 2010). Since researchers have found teacher efficacy to have an impact on education, it warranted further study in both public and private school settings (Powell & Gibbs, 2018; Seals et al., 2017; Skaalvik & Skaalvik, 2019; Tschannen-Moran & Barr, 2004; Tschannen-Moran & Hoy, 2001). Skaalvik & Skaalvik (2007) defined teacher efficacy as the judgment that an individual teacher has that they can make a difference in the educational outcomes of their students.

The results obtained from the study conducted by the Los Angeles Unified School District motivated researchers to focus on identifying the influence of teacher efficacy in education (Armor et al., 1976). Through over 40 years of studies, researchers found efficacy levels of teachers impacted job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement (Gaziel,

2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019). As researchers discovered the breadth of the impact of teacher efficacy, they heightened the study of the topic.

Albert Bandura (1977), the primary researcher in the study of efficacy, added to the body of research about teacher efficacy. Bandura (1977) identified four categories for developing efficacy: performance experience, vicarious experience, verbal persuasion, and affective state. Researchers continued to emphasize these four categories as the primary means through which teachers increased their efficacy levels (Goddard et al., 2000; Goddard, 2001; Goddard et al., 2004; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009). Following Bandura's identification of the primary efficacy development categories, researchers shifted their focus toward examinations of additional factors that influenced teacher efficacy, such as school climate (Aldridge & Fraser, 2016; Fancera, 2016; Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019), leadership structure (Gray, 2016; Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019), and school demographics (Fancera, 2016; Gaziel, 2014, Skaalvik & Skaalvik, 2019). Many of the quantitative studies throughout the years applied rating scales, such as the Teacher's Sense of Efficacy Scale (TSES), which asked teachers to rate their level of challenge in specific areas (Tschannen-Moran & Hoy, 2001). Researchers used the rating scales to gain insight into the specific numeric level of teacher efficacy without any follow-up questions to understand what influential factors contributed to the teachers' perceptions of efficacy (Tschannen-Moran & Hoy, 2001).

I conducted a qualitative, basic interpretive study to identify teachers' perceptions of efficacy development in elementary public and private school settings. Researchers have focused little on examining teacher efficacy in private school settings (Aytac, 2020). With 10% of U.S. students in the 2017-2018 school year attending private schools, and 78% of those students in private schools attending religious-affiliated schools (Taie & Goldring, 2020), researchers needed to further investigate teacher perception of efficacy development in these settings. I identified the need to break private schools into two categories based on 78% of private school students attending religious-affiliated schools while the remaining 22% of private school students attended private non-sectarian schools (Taie & Goldring, 2020). Private schools served a broader range of grade levels on one school campus, while public schools were more frequently separated into divisional campuses (Hussar & Bailey, 2020; National Center for Education Statistics, 2018). To compare the perceptions of teachers in similar grade levels, I focused this study specifically on elementary school teachers in both the public and private school settings. To capture an understanding of how efficacy had been developed in teachers across various elementary school settings, I conducted qualitative research in public, private religious-affiliated, and private nonsectarian elementary schools to gain a broad perspective of teachers' perceptions of efficacy development in their unique school settings.

Statement of the Problem

Researchers have identified the benefits of teacher efficacy; however, findings from recent research suggested a lack of understanding of teacher efficacy across unique school contexts (Mosoge et al., 2018; Powell & Gibbs,

2018). Teacher efficacy levels have varied from school to school and across different school settings (Fancera, 2016; Gaziel, 2014; Goddard et al., 2000; Klassen et al., 2010). According to Tschannen-Moran and Barr (2004), "Identifying school characteristics associated with improved efficacy may prove to be helpful in the development of effective schools" (p. 205). Researchers have shown the importance of understanding teacher efficacy levels because they influence job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019).

Despite the established importance of understanding teacher efficacy and the understanding that teacher efficacy varies by school setting, researchers have not pursued an understanding of the development and perception of teacher efficacy in public versus private school settings (Mosoge et al., 2018; Powell & Gibbs, 2018). In this study, I sought to fill the gap in the literature around teacher efficacy by adding to the base of knowledge about the sources of teachers' perception of efficacy development in both public and private schools to determine how to best develop efficacy for all teachers across any school setting. To examine what makes efficacy development successful on a larger scale, I focused this study on the teachers' perceptions of efficacy development in elementary public and private schools. This examination allowed me to better develop an understanding of the specific factors and strategies perceived by

teachers in public and private school settings to identify strategies that can be duplicated and applied in other locations.

Aytac (2020), Fancera (2016), Gaziel (2014), and Skaalvik and Skaalvik (2019) established the impact of school context on teacher efficacy. In the 2017-2018 school year, private schools educated 10% of students in the United States, but researchers have not focused on private schools (Taie & Goldring, 2020). Additionally, settings varied in private education. Nonsectarian schools served 22% of private school students, and religious-affiliated schools served 78% of private school students (Taie & Goldring, 2020). I sought to further investigate teacher perceptions of efficacy development in elementary public and private schools. The purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings.

Research Questions

Merriam and Tisdell (2016) stated researchers develop questions to help guide each step in the development of the study and identify the most important factors in the study that the researcher hopes to better understand or answer. The research questions also helped guide how studies were conducted, including the data collection process (Merriam & Tisdell, 2016). The research questions in a qualitative study "evolve[d] and change during the study in a manner consistent with the assumptions of an emerging design" (Creswell & Creswell, 2018, p. 135). I constructed the research questions for this study to investigate teachers' perceptions of efficacy development in public and private elementary school settings.

Research Question 1

What practices do teachers perceive to be effective in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school setting?

Research Question 2

What are teachers' perceptions of influential factors in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school setting?

Theoretical Framework

Anfara and Mertz (2015) described a theoretical framework as the *lens* through which to view research. Viewing a study through the foundational lens of existing research provided a useful framework from which to build new knowledge. When investigating teachers' perceptions of efficacy development in elementary public and private schools, I identified the work of Bandura as key in the development of the theoretical framework for this study (Bandura, 1977, 1989; Bandura & Locke, 2003; Caprara et al., 2008). Bandura researched self-efficacy at length. According to Bandura (1989), "Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action" (p. 1175). An individual's levels of efficacy had an impact on the individual's levels of motivation and, in turn, their performance (Bandura, 1989; Bandura & Locke, 2003). "The stronger the belief in their capabilities, the greater and more persistent are their efforts" (Bandura, 1989, p. 1176).

Researchers have identified an individual's self-efficacy beliefs can "affect thought patterns that may be self-aiding or self-hindering" (Bandura, 1989,

p. 1175). An individual who viewed themself as able to make a difference, meaning they had higher levels of self-efficacy, often had success in the task because they believed they could make a difference (Bandura, 1989). Individuals who viewed themselves as having lower levels of efficacy tended to spend more time thinking things could go wrong and believed they would not achieve successful outcomes (Bandura, 1989). I used the foundational work of Bandura as an important framework for the purpose of this study. Bandura (1989) focused on the internal thoughts and beliefs of individuals; therefore, I identified qualitative measures as better measures to support the investigation of teachers' perceptions of efficacy development in elementary public and private schools.

Bandura (1977) identified four key efficacy developing categories: performance experience, vicarious experience, verbal persuasion, and affective state. I used Bandura's self-efficacy developing categories as the theoretical framework for this study. I used these categories in the development of the specific interview questions to investigate teacher perceptions of efficacy development in public and private elementary school settings. I used the four categories Bandura (1977) explained as the basis for the development of each interview question with the assumption that those categories did impact efficacy development.

Significance of the Study

Researchers have identified teacher efficacy as a factor that impacts job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement

(Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019). Considering these influences on the educational system, all aspects of efficacy development needed to be studied to replicate positive experiences for teacher efficacy in a large number of schools. Furthermore, Bandura (1989) explained self-efficacy impacted the motivation and effort of individuals, so I developed this study to support the efficacy development in all teachers in all school settings.

I designed this study as a qualitative basic interpretive study to investigate teacher perceptions of efficacy development in elementary public and private schools. Researchers have identified teachers leaving the field of education as a pertinent issue (Garcia & Weiss, 2019; Perrachione et al., 2008; Torpey, 2018). In 2019 alone, 13.8% of teachers left their current school setting or the teaching profession altogether (Garcia & Weiss, 2019). According to the Bureau of Labor Statistics, a predicted 100,000 teachers per year have left teaching (Torpey, 2018). The rate of teachers who have left their profession was at higher rates than many other professional fields, with elementary teachers having the highest rate of attrition (Perrachione et al., 2008; Torpey, 2018). Given the loss of teaching professionals, I saw the need for close investigation of teachers' perceptions of efficacy development in elementary public and private schools to gain deeper insights in specific school settings. I designed this research to not focus simply on the efficacy levels in public versus private schools but to go deeper by gaining insight regarding teachers' perceptions in both public and private elementary schools regarding efficacy development in their specific school context. Implications for broader application existed across school settings as I identified

strategies, practices, and ideas that influenced efficacy development. Research that aids in the understanding of teacher self-efficacy could help ameliorate some of the issues within the field as teachers who feel more efficacious tended to feel more satisfied with their job and remain in the profession longer (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010; Yost, 2006).

Description of the Terms

To fully develop an understanding of this research and the findings of the study, I developed a description of key terms for the reader. Creswell and Creswell (2018) explained a description of terms provides definitions for terms that needed to be clearly defined for the purpose of the study, so the reader develops a clear understanding of how they were used in the study. I defined several key terms for the purpose of this research study.

Efficacy Development Practices

The purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. Thus, I identified efficacy development practices as critical to the foundation of this study. Bandura (1977) identified four efficacy development practices: performance experience, vicarious experience, verbal persuasion, and affective state. Bandura (1977) described performance experience as the opportunity to experience success in a given task. Bandura (1977) explained vicarious experience allowed an individual to develop their own level of self-efficacy through watching the success and failures of others around them. Verbal persuasion occurred when individuals were given feedback or encouragement

from others (Bandura, 1977). Bandura (1977) described the affective state as the ability to handle stressors and the emotions related to those stressors based on past experiences. In the years since the foundational efficacy research conducted by Bandura, other researchers used the same four efficacy development practices when discussing ways to develop efficacy in individuals (Goddard, 2001; Goddard et al., 2000; Goddard et al., 2004; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009). For the purpose of this study, efficacy development practices were defined as the practices that teachers perceived to have helped develop teacher-efficacy and correlate to the four efficacy development practices identified by Bandura (1977): performance experience, vicarious experience, verbal persuasion, and affective state.

Elementary School

The National Center for Education Statistics (2018) defined elementary school as typically the first six to eight years of an education program. Since these criteria vary by region, for the purposes of this study elementary school was defined as kindergarten through fifth grades and only teachers in those grades participated in this study.

Private Schools

Private schools were schools supported by tuition payments and funds from other nonpublic sources such as religious organizations, endowments, grants, and charitable donations (Choy, 1997). They were owned and operated by a person, organization, or association other than a public agency and set their own criteria for student enrollment. School settings varied in private education. Nonsectarian schools served 22% of private school students, and

religious-affiliated schools served 78% of private school students (Taie & Goldring, 2020). For the purposes of this study, private schools were divided into two categories: private nonsectarian schools and private religious-affiliated schools.

Private Nonsectarian Schools. Private nonsectarian schools functioned as private schools and were not supported by a religious organization for the expressed purpose of promoting religious beliefs (Choy, 1997). For the purpose of this study, nonsectarian schools were defined as schools that do not have faith-based elements in their mission statements and were classified as private schools.

Private Religious-affiliated Schools. In comparison to nonsectarian private schools, religious-affiliated schools were typically supported by a religious organization and hold a religious affiliation as a key part of their school identify (Choy, 1997). For the purposes of this study, private religious-affiliated schools were defined as having specific faith-based elements in their school mission statements and were classified as private schools.

Public Schools

Public schools were schools that depended primarily on local, state, and federal government funds and were under the oversight of publicly constituted local or state educational agencies (Choy, 1997). A public school must also have provided educational services to all students who were enrolled. For the purposes of this study, a public school was identified by its association with a public school system.

Teacher Self-Efficacy

According to Skaalvik and Skaalvik (2007), “Perceived self-efficacy is

defined as people's judgments of their own capabilities to organize and execute courses of action required to attain designated types of performance" (p. 611). For the purposes of this study, I focused on teacher efficacy specifically; the working definition for teacher self-efficacy was the educator's belief that they can make a difference for their students.

Organization of the Study

The purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. In Chapter I, I introduced the study, explained the problem, provided the research questions, explained the theoretical framework for the study, explained the significance of the study, and described key terms of the study. A review of literature in relation to efficacy was presented in Chapter II. In the review of literature, I examined the concept of efficacy through an exploration of collective efficacy, teacher collective efficacy, self-efficacy, and teacher self-efficacy, the benefits of efficacy, measure efficacy in teachers, developing efficacy in teachers, and efficacy and school contextual factors. The goal of the review of literature was to provide the reader with background information about efficacy development and to support the understanding of the need for this study. Following the review of literature, in Chapter III, I explained the methodology of the study through the description of the research design, the role of the researcher, the participants of the study, data collection methods, and methods of analysis. I also discussed the trustworthiness of the study as well as its limitations, delimitations, and assumptions in Chapter III. In Chapter IV, I presented the reader with an analysis of the data collected for each research question and

provided a summary of the results of the investigation. Finally, in Chapter V, I articulated the conclusions of the study based on the data collected in response to the research questions, provided recommendations for future research, and discussed how the knowledge gained from this study could be applied to educational practice moving forward.

Chapter II: Review of the Literature

In the field of education, researchers have regularly sought to identify areas believed to have an educational impact for students. In research studies, the results and data analyzed in one study have led to the next through planned processes and progressions. The investigation into the impact of efficacy levels in teachers developed in a similar way and received little attention until 1976 when a research study was conducted by the Los Angeles, California, Unified School District (Armor et al., 1976; Tschannen-Moran et al., 1998). Armor et al., 1976 identified teacher efficacy could have an impact on student success (Armor et al., 1976; Tschannen-Moran et al., 1998).

Armor et al. (1976) focused on reading instruction and intervention. They had not intended to investigate teacher attitudes specifically. The Los Angeles Unified School District contracted with an outside agency to study the reading achievement levels of sixth-grade students to identify factors that could positively impact student academic success in reading (Tschannen-Moran et al., 1998). In the process of studying the reading and intervention programs, the researchers included two questions in the study that asked teachers to reflect on the level of control and impact they felt they had on the reading success of their students. The researchers' results indicated a correlation between higher reading scores for the students served in reading programs or receiving interventions from teachers who reported a higher level of self-efficacy (Armor et al., 1976). The two questions about reading programs and interventions have led to more than 40 years of continued study into teacher efficacy beginning with Albert Bandura in 1977.

Researchers investigating teacher efficacy since 1976 have identified the following key areas of study that should be considered when investigating efficacy: teacher self-efficacy (Goddard et al., 2004; Skaalvik & Skaalvik, 2007; Viel-Ruma et al., 2010), educator collective efficacy (Goddard et al., 2004; Klassen et al., 2010; Shields, 2004; Skaalvik & Skaalvik, 2007; Skaalvik & Skaalvik, 2019, Tschannen-Moran & Barr, 2004), benefits of efficacy in teachers (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019), measuring efficacy in teachers (Armor et al., 1976; Goddard et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Barr, 2004; Tschannen-Moran et al., 1998), the ways to develop efficacy in teachers (Bandura, 1977; Goddard, 2001; Goddard et al., 2000; Goddard et al., 2004; Klassen et al., 2010; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009), and school setting (Aldridge & Fraser, 2016; Fancera, 2016; Gaziel, 2014; Gray, 2016; Hoy & Sweetland, 2000; Page et al., 2014; Skaalvik & Skaalvik, 2019). In the study of teacher efficacy, gaps have persisted in qualitative research to better explain teacher perceptions of efficacy development, specifically in public and private elementary school settings. In the development of this qualitative, basic interpretive study, I sought to contribute to the body of research on efficacy by investigating teachers' perceptions of efficacy development in elementary public and private school settings to better understand how teachers perceived that efficacy developed across various school settings so knowledge could be gained from all unique school settings.

Efficacy

The study of efficacy began with a study about literacy development in students performed by Bandura, which kicked off over 40 years of investigation into the topic of efficacy (Armor et al., 1976; Bandura 1977, 1989; Bandura & Locke, 2003; Caprara et al., 2008). Tschannen-Moran et al. (1998) explained individuals have many beliefs about themselves, including efficacy beliefs, that impact effort and the achieved outcomes on given tasks. Researchers have studied efficacy independent of the field of education, and other researchers have also studied efficacy with a specific focus on teacher self-efficacy and collective efficacy (Bandura, 1977; Tschannen-Moran et al., 1998). When studying efficacy specific to education, I first explained self-efficacy, self-efficacy in education, collective efficacy, and collective efficacy in education.

Self-Efficacy

According to Skaalvik and Skaalvik (2007), "Perceived self-efficacy is defined as people's judgments of their own capabilities to organize and execute courses of action required to attain designated types of performance" (p. 611). In the foundational efficacy research, Bandura (1977) explained the self-efficacy beliefs of an individual influenced the effort that individual put forth. Self-efficacy beliefs also impacted how they handled obstacles. "Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action" (Bandura, 1989, p. 1175). The extent to which a person believed they could make a difference impacted their effort to make that result occur.

Each individual has their own beliefs about their ability to accomplish certain tasks. Individuals with high self-efficacy did not hold a broad belief that they could accomplish absolutely anything, but rather believed they could accomplish a particular task (Bandura, 1989; Goddard et al., 2004; Tschannen-Moran et al., 1998). Tschannen-Moran et al. (1998) explained "self-efficacy is distinct from other conceptions of self, such as self-concept, self-worth, self-esteem, in that it is specific to a particular task" (p. 210). The same individual could have a high level of self-efficacy within one area of their life and a lower level of self-efficacy in another area of their life. Bandura (1989) explained efficacy beliefs impacted the motivation and actions of an individual regarding the specific task for which they had higher levels of efficacy. This could mean a teacher has high self-efficacy beliefs in their ability to manage student behavior in the classroom while simultaneously having lower self-efficacy beliefs in their instructional abilities.

Bandura (1997) further explained the self-efficacy beliefs of individuals could impact their decision-making, attitude toward a task, thoughts about a task, and emotions about a task. These factors impacted the individual's ability to achieve success or contributed to a lack of success with the specific task (Bandura, 1997; Caprara et al., 2008; Goddard et al., 2015; Tschannen-Moran & McMaster, 2009). Bandura (1989) explained an individual's efficacy beliefs could lead to "self-aiding or self-hindering" (p. 1175) behavior. The individual's efficacy beliefs impacted how they reacted to challenges.

> Individuals who feel that they will be successful on a given task are more likely to be so because they adopt challenging goals, try hard to achieve

them, persist despite setbacks, and develop coping mechanisms for managing their emotional states. (Ross et al., 2004, p. 164)

Self-efficacy perceptions impacted the individual's actions and, therefore, could impact the results of those actions. Goddard et al. (2004) noted a key distinction when studying efficacy was efficacy judgments of individuals were based on their perception of their own ability to accomplish a specific task and not always actual ability. "Efficacy judgments are beliefs about individual or group capability, not necessarily accurate assessments of those capabilities" (Goddard et al., 2004, p. 3). Bandura (1989) explained efficacy beliefs, when realistically aligned to an individual's capabilities, could create the motivation and drive that would allow the person to move past their capabilities and achieve more than they would expect to achieve. According to Bandura (1989), "If self-efficacy beliefs always reflected only what people could do routinely, they would rarely fail but they would not mount the extra effort needed to surpass ordinary performances" (p. 1177). The individual self-efficacy beliefs a person held created the drive and work ethic to push them past what they were capable of routinely achieving and created the ability to do more (Bandura, 1989; Goddard et al., 2004; Tschannen-Moran & McMaster, 2009).

The concept of self-efficacy has been connected to social cognitive theory. "Social cognitive theory is based on the premise that behavior functions within a triadic reciprocal relationship involving cognition, behavior, and environment" (Goddard et al., 2015, p. 502). Researchers have noted the interdependence of cognition, behavior, and environment (Bandura & Locke, 2003; Goddard et al., 2004; Skaalvik & Skaalvik, 2007). For example, behavior impacted the

environment, and in turn the environment impacted behavior. According to social cognitive theory, people developed and constructed self-efficacy based on experiences in their lives (Bandura & Locke, 2003; Goddard et al., 2004; Skaalvik & Skaalvik, 2007). Efficacy judgments did not always match an individual's actual ability levels, presenting a possible problem to the concept of self-efficacy (Goddard et al., 2004). With efficacy being based on the personal judgments of the individual or group, researchers could not rely on building capabilities alone to increase the efficacy levels of individuals (Goddard et al., 2004; Skaalvik & Skaalvik, 2007). Efficacy development relied on building capabilities while also instilling a deeper belief that the individual has the ability to complete the task successfully and make a difference (Bandura, 1989; Bandura & Locke, 2003).

Teacher Self-Efficacy

When considering self-efficacy specific to the education field, the definitions varied slightly from the more general understanding of self-efficacy. The concept of teacher self-efficacy drew upon the original work of Bandura (1977) but provided greater focus on the field of education. Viel-Ruma et al. (2010) provided a straightforward definition of teacher self-efficacy stating, "Teacher efficacy relates to teachers' beliefs that they can affect the learning and behavior of their students" (p. 226). Self-efficacy in teachers meant they realized they were not powerless and could impact students' lives through their decisions, their work, and persistence (Shields, 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009; Tschannen-Moran et al., 1998).

Built on the foundational research of Bandura (1977), researchers began to further study efficacy in relation to education to better understand the specific

impact efficacy has on teachers as well as the impact on the education of their students (Tschannen-Moran & McMaster, 2009). As was the case with general self-efficacy, the level of teacher self-efficacy determined the amount they believed they could have an impact on students in their classrooms and could impact how the teacher approached what they did in the classroom each day (Bandura, 1989; Goddard et al., 2004; Shields, 2004; Tschannen-Moran & McMaster, 2009). Pink (2009) explained the importance for each person to have intrinsic motivation and to understand why they do what they do to make an impact. Research in the education field "has demonstrated the power of efficacy judgments in human learning, performance, and motivation" (Goddard et al., 2004, p. 3). Teachers with high levels of self-efficacy focused on the motivation behind their actions and believed they could make a difference in the lives of their students (Pink, 2009; Tschannen-Moran & Barr, 2004; Tschannen-Moran & McMaster, 2009). The self-efficacy beliefs of the teachers were impacted by their actions in the same way the general self-efficacy beliefs of individuals impacted their actions (Bandura, 1989; Goddard et al., 2004; Tschannen-Moran & Barr, 2004; Tschannen-Moran & McMaster, 2009).

Collective Efficacy

Skaalvik and Skaalvik (2007) defined teacher self-efficacy as the level of belief that each teacher has the ability to make a positive impact on student academic and personal growth. The concept of collective efficacy functioned on the premise that "individuals do not work as social isolates, and therefore, people form beliefs about the collective capabilities of the group to which they belong" (Klassen et al., 2010, p. 465). Goddard et al. (2000) described collective efficacy

as the belief of the group as a whole in their ability to positively impact students through their collective abilities. Angelle and Teague (2014) stated, "Teachers who believe they can be successful in a task redouble their efforts in the face of failure to achieve their goals" (p. 740). The school team believing in collective abilities and doing work to overcome struggles benefited the school in the effort to achieve goals.

People worked in groups in most settings and, therefore, developed beliefs about their team's ability to make a difference in whatever field they worked (Klassen et al., 2010). "Collective efficacy perception begins with group members who consider various sources of information to form their perception of a group's capability to accomplish a given task successfully" (Goddard, 2001, p. 468). Researchers suggested collective efficacy should be studied further (Goddard et al., 2004; Klassen et al., 2010; Shields, 2004; Skaalvik & Skaalvik, 2007; Skaalvik & Skaalvik, 2019). To develop a deep understanding of efficacy development across various school settings, a thorough explanation needed to be provided about collective efficacy specific to teachers.

Teacher Collective Efficacy

Teacher collective efficacy differed from teacher self-efficacy in that it considered educator beliefs in the whole team's ability to make a difference in the lives of students academically (Goddard, 2001; Klassen et al., 2010; Skaalvik & Skaalvik, 2019). "Teachers in efficacious schools set higher standards for pupils' academic achievement and behavior, maintain a resilient sense of instructional efficacy and spend more time actively teaching and monitoring academic progress" (Klassen, 2010, p. 343). Viel-Ruma et al. (2010) discussed the

importance of addressing self-efficacy as well as collective efficacy because, "The assumption is that when teachers as a group in a school believe that the staff as a whole can be successful, they will be more likely to persist in their efforts to achieve success" (p. 227). Researchers indicated, "Teachers' perceptions of both self and organization influence their actions" (Tschannen-Moran & Barr, 2004, p. 190). Researchers have shown the beliefs of the group as a whole impact the success of a school and, therefore, researchers have seen the need to continue investigating collective efficacy (Goddard, 2001; Klassen et al., 2010; Skaalvik & Skaalvik, 2019).

The concept of collective teacher efficacy has focused more on the belief of a team as a whole and not solely on identifying the efficacy beliefs of each staff member (Tschannen-Moran & Barr, 2004). Collective efficacy has focused on the level of belief teachers have regarding the ability of their school team to make a difference in the lives of their students (Goddard et al., 2004). "Collective teacher efficacy stems from perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Tschannen-Moran & Barr, 2004, p. 190). Researchers found teachers in efficacious schools set higher standards for their students, spent more time teaching, and continued to take every step to make academic progress and growth (Klassen, 2010; Skaalvik & Skaalvik, 2007). Collective teacher efficacy consisted of all educators working together as a team and believing in the school and team to make a difference.

Teachers' perceptions of the team as a whole impacted the culture of the school and the belief the individuals within the school had that they could impact students within their school (Goddard et al., 2000, 2004; Klassen et al., 2010).

"Collective efficacy of teachers is related not only to student achievement but also serves as a job resource that mediates the effect on stress from student behavior on job satisfaction" (Klassen, 2010, p. 342). Researchers have found teacher collective efficacy positively impacted teachers through a more positive school culture and greater job satisfaction while also positively impacting student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010). To further study teacher self-efficacy, I provided a deeper explanation of self-efficacy, teacher self-efficacy, collective efficacy, and teacher collective efficacy. I provided an explanation of both self-efficacy and collective efficacy to provide a rich explanation of the research on efficacy in education. For the purposes of this study, I focused on teacher self-efficacy only.

Benefits of Efficacy in Teachers

Research regarding teacher self-efficacy has continued to show its educational impact (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019). The educational impact suggested by researchers includes benefits for both teachers and students. According to Goddard et al. (2004), "Research in many arenas has demonstrated the power of efficacy judgments in human learning, performance, and motivation" (p. 3). The efficacy judgment benefits extended into three key areas of the educational field that in turn have an impact on students. Researchers have suggested job satisfaction, teacher retention, and student achievement as three of the main benefits of efficacy in teachers (Armor et al., 1976; Bandura,

1977; Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Perrachione et al., 2008; Tait, 2008; Tschannen-Moran et al., 1998; Viel-Ruma et al., 2010). With the purpose of this study being to examine teachers' perceptions of efficacy development in public and private elementary school settings, I fully investigated job satisfaction, teacher retention, and student achievement as benefits of teacher efficacy.

Job Satisfaction

Researchers have shown teacher self-efficacy impacted job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010). Job satisfaction was defined as "an emotional situation that occurs as a result of perceiving values related to working conditions, wages, career opportunities and organizational environment in school" (Aytac, 2020, p. 180). Higher levels of teacher efficacy related to job satisfaction led to people staying in the education field longer (Kasalak & Dagyar, 2020; Viel-Ruma et al., 2010). Teachers' perceptions of their ability to complete a certain task successfully and impact student achievement positively influenced the climate of the school, which impacted the job satisfaction of those working within the school (Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010). Both teacher self-efficacy, the teacher's belief that they have an impact on their students, and educator collective efficacy, the efficacy levels of the teachers as a group, have positively impacted teacher job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010).

In a study in Western Australia, Aldridge and Fraser (2016) investigated the connection between school climate and efficacy and identified the importance

of a positive school environment and teacher job satisfaction impacting teacher efficacy levels. The researchers included 781 high school teachers in 29 different schools to investigate the relationship between teacher efficacy, school climate, and job satisfaction (Aldridge & Fraser, 2016). Aldridge and Fraser (2016) shared specific actions taken in a school to focus on a positive school climate, which built efficacy and increased job satisfaction in the teachers' current work. The researchers found efficacy could be developed by "creating a supportive community in which teachers can work and share ideas and practices" (Aldridge & Fraser, 2016, p. 302).

According to Klassen (2010), the efficacy of teachers not only impacted student achievement but also increased teachers' levels of job satisfaction while decreasing levels of stress. Researchers found if teachers individually and collectively believed in their ability to impact students, a greater level of job satisfaction was produced (Kasalak & Dagyar, 2020; Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010). Skaalvik and Skaalvik (2019) found higher collective efficacy beliefs in teachers increased their sense of belonging, which in turn created higher levels of job satisfaction. Skaalvik and Skaalvik (2019) reported, "Teachers' feelings of belonging at the school where they were teaching were associated with higher levels of job satisfaction and lower levels of emotional exhaustion" (p. 1404). Current educational trends in teacher turnover rates have shown an estimated 100,000 teachers leave the teaching profession each year (Torpey, 2018). With high numbers of teachers leaving the teaching profession, research on teacher efficacy impacting job satisfaction has provided valuable information.

Teacher Retention

In conjunction with higher levels of job satisfaction, teacher efficacy has impacted teacher attrition and retention. Teachers developed their perception of efficacy in their early years in the profession, and a stronger sense of self-efficacy contributed to their career longevity (Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010). Tait (2008) explained teachers developed their beliefs about efficacy in the critical early years in the teaching profession. When teachers felt they had the ability to make a difference in the lives of their students, it led to motivation and focus behind the work they did (Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010). This, in turn, led to teachers' desire to stay in the education field for a longer period of time, which thereby promoted retention of teachers in the profession (Klassen, 2010; Klassen et al., 2010; Viel-Ruma et al., 2010). Retention of teachers presented a growing problem over recent decades as schools continued to experience high rates of teachers leaving the profession (Perrachione et al., 2008; Reaves & Cozzens, 2018; Yost, 2006). In 2019, 13.8% of teachers either left their current school setting or the profession of teaching, and The Bureau of Labor Statistics estimated 100,000 teachers left the profession each year (Garcia & Weiss, 2019; Torpey, 2018). Teacher turnover rates appeared to be higher than in many other professional fields, with elementary teachers leaving the profession at higher levels than any other group of teachers (Perrachione et al., 2008; Torpey, 2018).

Higher teacher efficacy levels correlated with higher rates of teacher retention (Klassen, 2010; Klassen et al., 2010; Viel-Ruma et al., 2010). According to Viel-Ruma et al. (2010), "The assumption is that when teachers as a group in

school believe that the staff as a whole can be successful, they will be more likely to persist in their own personal efforts to achieve such success" (p. 227). This persistence led to teachers' willingness to stay in the profession and to continue to develop skills.

Perrachione et al. (2008) conducted a study with 201 teachers and sought to identify the top reasons participants chose to stay in the teaching profession. They identified teacher efficacy beliefs and job satisfaction as two of the top three reasons why teachers chose to remain in the profession (Perrachione et al., 2008). Teacher efficacy beliefs led to a higher level of resiliency, which helped an educator persevere through the challenges of the career and continue to remain in the profession (Perrachione et al., 2008; Tait, 2008). High efficacy in teachers did not mean those teachers did not face the same challenges as other teachers with lower levels of efficacy, but teachers with higher efficacy maintained their core belief that they could positively impact students and, therefore, had higher rates of remaining in the teaching profession (Yost, 2006). Those who had higher levels of self-efficacy viewed the stress of the teaching profession differently.

> Teachers with high self-efficacy are more likely to see hard tasks as challenges rather than try to avoid them, and when they have failures, they see them as a chance to learn and to make a greater effort or to look for new information next time. (Hattie, 2012, p. 46)

I did not find a consequential number of researchers who have investigated teacher efficacy levels in private schools, specifically to identify if the same increase in job satisfaction existed in private schools. I intended to add

to the body of research on teacher efficacy by investigating teacher perceptions of efficacy development in elementary public and private schools.

Student Achievement

Another benefit of teacher efficacy was the positive impact on student achievement. Over 45 years of research has indicated teacher efficacy has a positive impact on student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019). What teachers believed about students and themselves impacted student learning and achievement (Klassen, 2010; Klassen et al., 2010; Skaalvik & Skaalvik, 2019). With the emphasis on the individual growth of each student in the current educational system, the benefits of teacher efficacy on student achievement had implications for school leaders as they sought to identify ways to increase the academic growth of each student no matter what other factors might impact that student (Ross et al., 2004; Skaalvik & Skaalvik, 2019).

Behavioral struggles of students negatively impacted student academic achievement (Mosoge et al., 2018; Seals et al., 2017). Teachers with higher levels of self-efficacy believed they could make a difference in the lives of all students and often persevered through classroom management challenges to ensure they continued supporting students in pursuit of academic growth (Mosoge et al., 2018; Yost, 2006). Lack of classroom management skills to support student behavioral needs often negatively impacted teacher self-efficacy (Seals et al., 2017). If teachers did not feel equipped to address behavior management, the academic success of students diminished (Fancera, 2016; Yost, 2006). Mosoge et al. (2018) found the lack of behavioral management skills impacted teacher

efficacy beliefs and the academic achievement of students. Mosoge et al. (2018) found teachers believed they possessed the instructional skills to support the growth of students but did not possess the behavior management skills to overcome behavior challenges and impact student growth at the highest level.

Researchers found specific impacts of teacher collective efficacy on academic achievement. According to Ross et al. (2004), "Collective teacher efficacy was a stronger predictor of achievement than student socioeconomic status or stability of the student body" (p. 165). Goddard et al. (2000) specifically investigated the relationship between teacher collective efficacy and student achievement. The study included 452 teachers randomly selected within 47 randomly selected schools in one school district (Goddard et al., 2000). The researchers gave educator collective efficacy scales and sense of powerlessness scales to complete. Goddard et al. (2000) collected school-level assessment results in the study. "The multilevel analysis demonstrates that a one unit increase in school's collective teacher efficacy scale score associated with an 8.62 point average gain in student mathematics achievement and an 8.49 point average gain in reading achievement" (Goddard et al., 2000, p. 501). Goddard et al. (2000) found the efficacy levels of the teachers in the schools studied had an impact on the academic growth of the student population. School leaders have continued to identify ways to increase student achievement in all students, despite other factors that might have impacted the student. These results about the impact of teacher efficacy on student achievement had implications for school leaders as they sought to identify ways to increase the academic growth of each individual student (Goddard et al., 2000; Ross et al., 2004; Skaalvik & Skaalvik, 2019).

Teachers' belief in their ability to impact students' academic achievement did not correlate to increased academic achievement independent of other factors (Goddard et al., 2004; Ross et al., 2004; Tschannen-Moran & Barr, 2004). Klassen (2010) said, "Teachers in efficacious schools set higher standards for pupils' academic achievement and behavior, maintain resilient sense of instructional efficacy, and spend more time actively teaching and monitoring academic progress" (p. 343). Teachers in highly efficacious environments held higher standards, implemented new instructional strategies, and persisted in impacting each student. The efficacy beliefs of the teachers contributed to increased academic achievement and success for the students (Goddard et al., 2004; Ross et al., 2004; Tschannen-Moran & Barr, 2004).

Measuring Efficacy in Teachers

In 1976 the Los Angeles, California, Unified School District contracted with RAND to research the success of specific reading programs and interventions with sixth-grade students (Armor et al., 1976). In this study, teachers responded to two specific statements that placed a spotlight on the impact of teacher attitudes and perceptions on student learning: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment," and "If I really try hard, I can get through to even the most difficult or unmotivated students" (Tschannen-Moran et al., 1998, p. 204). These two statements led to further investigation into teacher efficacy and more detailed and purposeful studies specifically investigating teacher attitudes and perceptions.

Subsequent studies examined teacher efficacy since the original researchers found an impact on student learning; however, these studies have taken a variety of approaches to exploring teacher efficacy (Goddard et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran et al., 1998). Researchers have used quantitative methodologies while measuring teacher efficacy in varying ways while others have conducted interviews to gain additional insights. According to Skaalvik and Skaalvik (2007), "A problem with research on teacher self-efficacy is that the construct has been conceptualized and measured differently by different researchers" (p. 207). The variations in measurements and methods for analyzing the measurements have made it difficult for researchers to make broad decisions about the data. "Perhaps the greatest challenge has to do with finding the specificity for measurement" (Tschannen-Moran et al., 1998, p. 219). Though variations in wording and types of questions have occurred, the two most common ways to measure teacher efficacy have been through individual interviews or an efficacy rating scale (Goddard et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Barr, 2004). Some of these studies were focused on individual teacher efficacy and some were focused on the collective efficacy of the team (Goddard et al., 2004; Skaalvik & Skaalvik, 2007). Many studies have used *The Collective Teacher Belief Scale* (Tschannen-Moran & Barr, 2004). This Likert-type instrument was used to investigate teacher's perception of their ability to impact students and provides a scale for teachers to select from to identify their levels of efficacy. It has been widely used in studies on teacher efficacy where researchers investigate different specific areas of efficacy including efficacy

impacting academic achievement and efficacy development practices (Goddard et al., 2004; Tschannen-Moran & Barr, 2004).

To create a more reliable and valid measure of teacher efficacy, Tschannen-Moran and Hoy (2001), along with a group of graduate students, developed a new measure for teacher efficacy research. A group of participants in a seminar that focused on self-efficacy in teaching began the work to develop a new measure for teacher efficacy (Tschannen-Moran & Hoy, 2001). The group determined the new measure would be built on the foundation of Bandura's research but with more items added. Each member of the group helped to identify questions that would be asked on the new scale, and it had a total of 52 questions in which respondents provided multiple-choice responses. The scale was originally named the Ohio State Teacher Efficacy Scale (OSTES). Through three pilot studies, the researchers tested the validity and reliability of the scale.

After the first two studies, the researchers reduced the scale to two forms that could be given, a short and long version (Tschannen-Moran & Hoy, 2001). The long version consisted of 24 items, and the short version had 12 items. Each version was divided into three different categories: instruction, management, and engagement to help distinguish if teachers had different efficacy beliefs about each key area of education. At this point, the long and short versions of the scale "were subjected to two separate factor analyses" (Tschannen-Moran & Hoy, 2001, p. 799). Finally, the team "examined the construct validity of the short and long forms of the OSTES by assessing the correlation of this new measure and other existing measures of teacher efficacy" (Tschannen-Moran & Hoy, 2001, p. 801). Once the team determined the validity and reliability of the scale it became

known as the TSES, which measured individual teacher efficacy on a normed rating scale that teachers used to rate their level of agreement or disagreement with certain items for the researchers to identify their efficacy level (Tschannen-Moran & Hoy, 2001). Once researchers identified ways to measure teacher self-efficacy, it allowed for further study of how teacher self-efficacy was developed in teachers.

Developing Efficacy in Teachers

Though efficacy levels in teachers could vary in different cultures and different contexts, some trends have appeared in multiple settings that aligned with foundational efficacy development research of Bandura, which allowed researchers to identify methods to develop efficacy in teachers (Bandura, 1977; Klassen et al., 2010). Research conducted by Bandura (1977) identified four ways to develop efficacy: performance experience, vicarious experience, verbal persuasion, and affective state. Throughout the years of research since 1977, the same four categories have been referenced by researchers (Goddard, 2001; Goddard et al., 2000; Goddard et al., 2004; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009).

Performance Experience

Bandura (1977), in his initial research on efficacy, explained the more successful experiences an individual had, the more they believed in their abilities. Bandura (1977) also went on to say the more successful experiences an individual had, the more they were able and willing to push through difficult circumstances to move to the successful experiences. Goddard et al. (2004) defined performance experience as the "perception that they have been successful" (p. 5). The

opportunity to experience something and have success could impact the person's belief in their ability to make a difference. Bandura (1977) considered performance experience as the best way to build efficacy, but performance experience took time to occur in teachers (Bandura, 1977; Goddard, 2001; Ross et al., 2004, Skaalvik & Skaalvik, 2019; Tschannen-Moran & McMaster, 2009). Skaalvik and Skaalvik (2019) explained new teachers often showed lower levels of efficacy due in part to their lack of opportunities to have performance experiences that built efficacy; however, these new teachers were also the educator group who had the highest changes in efficacy because they were in a time of substantial learning and growth in their education careers.

Performance experiences build individual teacher efficacy but have also been found to impact educator collective efficacy (Skaalvik & Skaalvik, 2007). Through their quasi-experimental study of 244 elementary and middle school teachers investigating teacher self-efficacy, perceived collective efficacy, external factors, and teacher burnout, Skaalvik and Skaalvik (2007) suggested, "Teacher self-efficacy and perceived collective efficacy should be treated as separate constructs but are still seen as having a strong positively correlated relationship to each other" (p. 621). Skaalvik and Skaalvik (2007) found teachers' efficacy increased by their own performance experiences but also by seeing the performance experiences of other teachers in their school through collective success. The past successes of a group led to collective efficacy, which in turn helped develop the performance experiences that led to individual teacher self-efficacy (Goddard, 2001; Goddard et al., 2000; Ross et al., 2004). Though collective efficacy and self-efficacy were individual concepts, connections existed

between the two that showed a benefit in focusing on collective efficacy and individual efficacy in school settings.

Vicarious Experience

Vicarious experience was identified as another way to develop efficacy in individuals. Bandura (1977) explained individuals did not rely solely on their own mastery experiences to develop self-efficacy but also developed their own level of self-efficacy through watching the success and failures of others around them. Vicarious experience meant proficiency and success had been modeled by someone and helped to build efficacy in those who were exposed to those experiences (Bandura, 1977; Goddard et al., 2004; Goddard et al., 2015; Skaalvik & Skaalvik, 2019). For example, the opportunity to watch another teacher succeed in working through supporting the academic growth of a struggling student to make academic gains could be a vicarious experience that could support a teacher in developing their own self-efficacy beliefs. Ross et al. (2004) conducted a study with 2,170 teachers in 14 elementary schools with the specific goal of identifying "antecedents" (p. 163) to collective efficacy and found schools in which teachers collaborated, worked together as a team, and experienced success together as a team had higher levels of efficacy.

Teacher collaboration and opportunities for teachers to observe other teachers and see successful experiences of other teachers helped build efficacy through vicarious experiences (Ross et al., 2004). Arslan (2019) noted the importance of individuals having the opportunity to see the success of an individual with similar abilities to build efficacy. New teachers who did not have prior experiences in most parts of teaching best built efficacy through vicarious

experiences that allowed teachers to see the success of their coworkers (Goddard et al., 2015). Vicarious experiences provided to teachers allowed each individual teacher the opportunity to experience the successes of others to help build teacher efficacy.

Verbal Persuasion

Bandura (1977) explained, "People are led, through suggestion, into believing they can cope successfully with what has overwhelmed them in the past" (p. 198). Verbal persuasion examples were feedback from the supervisor or talk among colleagues (Goddard et al., 2004). "The power of verbal persuasion depends on the credibility of the person providing feedback; therefore, it is important that the colleague or supervisor has a trusting relationship with the individual to support in the efficacy development" (Arslan, 2019, p. 88). Goddard et al. (2015) studied 93 elementary schools and 1,606 teachers and identified formal collaboration as a key element in the category of verbal persuasion to develop teacher efficacy. Goddard et al. (2015) explained the value of general informal teacher collaboration throughout the school day during teacher breaks and lunch. Goddard et al. (2015) explained the successful development of teacher efficacy required formal collaboration consisting of strategically planned opportunities for teachers to formally collaborate on instructional strategies, student supports, and consistent expectations. According to Goddard et al. (2015), "It is important for collaboration to be frequent, formal, and focused on instructional improvement" (p. 526).

Sometimes referred to as social persuasion, this method also required a culture of collaboration in the school where teachers were constantly talking

about improving instructional practices among teachers and administrators (Bandura, 1977; Goddard et al., 2015; Skaalvik & Skaalvik, 2019). Schools where teachers were listened to by their administration, and other teachers, and were encouraged to think creatively and collectively had higher collective teacher efficacy (Tschannen-Moran & Barr, 2004). Arslan (2019) explained, "Verbal persuasion also refers to the pep talks and encouragement" (p. 93). Verbal persuasion was one way in which efficacy could be built but must have been handled in a positive and encouraging way to help teachers build the belief they could make a difference. Teachers often found verbal persuasion through collaboration in a school setting (Goddard et al., 2015). Verbal persuasion requires teacher collaboration in meaningful and positive ways to help develop teacher efficacy.

Affective State

Bandura described affective state as the ability to handle stressors and the emotions related to those stressors based on past experiences (Bandura, 1977; Goddard et al., 2004; Skaalvik & Skaalvik, 2019). This source of efficacy mirrored performance experiences in that it dealt with past experiences but differed in that it did not relate to success but the handling of stress in the past experiences (Bandura, 1977; Goddard et al., 2004). Bandura (1977) explained, "Stressful and taxing situations generally elicit emotional arousal that, depending on the circumstances, might have informative value concerning personal competency" (p. 198).

Bandura (1977) shared affective state was connected to the emotions an individual feels and how they handled those emotions leading to efficacy beliefs.

In relation to the emotions and feelings of an individual, Kasalak and Dagyar (2020) explained, “Psychological conditions also provide the affective competence that is required to fulfill a task and to develop higher levels of efficacy” (p. 17). These psychological conditions referred to the emotions an individual feels about the task and past stressors associated with the task (Kasalak & Dagyar, 2020). “The feeling of joy and pleasure perceived from teaching activities may foster teaching self-efficacy, yet a high level of stress and anxiety about whether or not apply teaching activities may decay teaching self-efficacy” (Arslan, 2019, p. 88). Bandura (1977) identified four categories for developing efficacy: performance experience, vicarious experience, verbal persuasion, and affective state. Researchers continued to study efficacy over more than four decades since Bandura’s foundational research and continued to identify the same four categories for developing efficacy (Goddard, 2001; Goddard et al., 2000; Goddard et al., 2004; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009).

Efficacy and School Contextual Factors

When considering factors that impacted teacher efficacy, researchers have investigated the variations in efficacy in relation to different school contextual factors, specifically looking at the school climate, leadership structure, and school demographics (Aldridge & Fraser, 2016; Fancera, 2016; Gaziel, 2014; Gray, 2016; Hoy & Sweetland, 2000; Page et al., 2014; Skaalvik & Skaalvik, 2019). With researchers having identified the benefits of efficacy, identifying aspects of school contexts that impact efficacy was a crucial step in better developing an understanding of efficacy development.

School Climate

School climate impacted teacher efficacy (Aldridge & Fraser, 2016). Pretorius and de Villiers (2009) explained school climate as "a relatively enduring, pervasive quality of the internal environment of a school experienced by teachers and/or learners that influences their behavior and proceeds from their collective perceptions" (p. 33). According to Aldridge and Fraser (2016), the climate of a school included the overall work pressures, resources provided, and support structures developed. The climate of the school and the ability of the teachers and staff of the school to work collaboratively impacted many aspects of the school including the ability of teachers within the school to impact student academic achievement, the ability to initiate and maintain school improvement efforts with the school, and teacher attitude (Aldridge & Fraser, 2016). A supportive school climate in which team members work together as a collective whole and develop a culture of support and shared experiences promoted the development of teacher efficacy through learning together and from each other as a team (Aldridge & Fraser, 2016; Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019). Aldridge and Fraser (2016) shared, "Creating a supportive community in which teachers can work and share ideas and practices is beneficial for teachers in terms of both teachers' self-efficacy and job satisfaction" (p. 302). According to Hattie (2012), "We need to collaborate to build a team working together to solve the dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on student learning" (p. 171). The specific development of a school climate where teachers feel supported and work collaboratively was key in the development of teacher self-efficacy.

A school climate in which teachers felt a sense of community and collaboration also benefited teacher efficacy within the school (Aldridge & Fraser, 2016; Fancera, 2016; Skaalvik & Skaalvik, 2019). This culture did not require teachers to collaborate on each aspect of their daily instructional practices but instead meant they had an overall collaborative culture that was inclusive of all teachers, provided a safe environment for teachers, and valued all teachers in the school (Gray, 2016; Skaalvik & Skaalvik, 2019). In a correlational study intended to investigate preservice teachers' efficacy connected with their efficacy once teaching, Arslan (2019) found, "Positive communication with principals, colleagues, parents, and students increases prospective teachers' self-efficacy" (p. 93). These positive interactions proved critical in the development of self-efficacy. When each teacher developed a sense of belonging in a school, collective efficacy led to the teachers feeling they could positively impact the lives of students (Klassen et al., 2010; Skaalvik & Skaalvik, 2019). Aldridge and Fraser (2016) identified relationships between school climate, teachers' self-efficacy, and job satisfaction, a school-level environment developed the sense of teacher self-efficacy and job satisfaction. This study further highlighted the importance of school climate in the development of teacher self-efficacy. The climate of a school impacted efficacy and schools have supported efficacy development through a supportive climate, collaboration, and community.

Leadership

The leadership of a school also impacted teacher efficacy (Aldridge & Fraser, 2016; Gray, 2016; Hoy & Sweetland, 2000). Educational leaders took many different approaches to leadership (Aldridge & Fraser, 2016; Gray, 2016;

Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019). According to Gray (2016), "The formalization of the school ranges from hindering to enabling along a continuum based on the leadership structure in the school" (p. 117). Efficacy levels increased as teachers worked with supportive leadership structures where leaders set expectations and goals while encouraging teachers to work collaboratively as a team to achieve those goals (Gray, 2016; Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019; Ware & Kitsantas, 2011). "Principals who display strong leadership, listen to teachers, and promote innovative teaching have schools with higher collective teacher efficacy" (Tschannen-Moran & Barr, 2004, p. 195). Ware and Kitsantas (2011) explained teacher self-efficacy levels increased as the leader provided clear expectations, but also the teacher self-efficacy levels increased as an environment of value and support for the teachers was developed in the school. Leaders who enabled educators to work as a team while focusing on growth led to increased efficacy in teachers (Gray, 2016; Hoy & Sweetland, 2000; Skaalvik & Skaalvik, 2019).

A leadership structure set by a principal who valued teacher leadership positively impacted collective efficacy (Angelle & Teague, 2014). Angelle and Teague (2014) conducted a study in three school districts where they investigated the correlation between collective efficacy and opportunities for teacher leadership within a school. The researchers used the Teacher Leadership Inventory and Teacher Efficacy Belief Scale - Collective Form to identify the amount of teacher leadership opportunities in the school and the levels of collective efficacy (Angelle & Teague, 2014). Angelle and Teague (2014) explained, "Schools with the greatest extent of teacher leadership receive the

greatest empowerment from the principal who shares leadership and provides opportunities to share expertise, which have been connected to increased collective efficacy" (p. 748). Schools where principals encouraged more teacher leadership showed higher collective efficacy scores.

Hallinger (2005) identified the principal as an important factor in creating an efficacious culture among individual teachers and the staff, contributing to both job satisfaction and positive organizational culture. When leaders worked to develop a community of increased trust, it helped to develop greater levels of teacher efficacy, which in turn created higher levels of job satisfaction (Gray, 2016; Powell & Gibbs, 2018). "By developing and maintaining collaborative relationships with followers, a leader could enhance the culture within the organization" (Prelli, 2016, p. 175). Alshaikh and Bond (2019) described this collaborative culture as "organizational citizenship behavior" (p. 36) where the principal developed a culture where all members of the team collaborated and worked together. When teachers felt they had input in the school decisions, efficacy increased (Ware & Kitsantas, 2011). As a principal worked to build a sense of community and belonging in a school, efficacy levels increased, which, in turn, resulted in increased levels of job satisfaction (Gaziel, 2014; Gray, 2016; Hallinger, 2005, Prelli, 2016; Skaalvik & Skaalvik, 2019). The overall culture of the school and the level of teachers feeling safe within the school culture and climate through proper support also led to higher levels of teacher self-efficacy and job satisfaction (Reaves & Cozzens, 2018; Yost, 2006).

Schools benefited when leaders recognized "trust is required and improvement is the objective" (Hoy & Sweetland, 2000, p. 528). When teachers

perceived the school leader believed in them and they believed in the strong leadership of the principal, efficacy levels increased (Aldridge & Fraser, 2016; Fancera, 2016; Gaziel, 2014; Hoy & Sweetland, 2000). Flores et al. (2020) studied the specific connection between leadership exchanges with their staff and self-efficacy. Flores et al. (2020) explained leaders built this strong trust relationship through the amount and quality of exchanges the leaders had with each individual in the school. These trusting relationships "involve more relational exchanges between leaders and members, and consist of greater levels of trust, liking, respect, attention, and support" (Flores et al., 2020, p. 141). Quality exchanges were not solely transactional and formal but provided the connection and support individuals needed to feel a greater sense of efficacy (Flores et al., 2020). This could include the ability of the teacher to openly ask questions, the principal providing support and feedback in a non-threatening way, and the teacher and administration working together collaboratively. "Principals should promote a trusting school culture by believing in the ability of their teachers, sharing responsibilities, reaching out to parents, encouraging collaborative work practices, and maintaining high expectations for academics" (Gray, 2016, p. 125). The level to which the staff viewed a school leader as someone who could be easily approached and who also provided support to the staff impacted teacher efficacy and job satisfaction (Aldridge & Fraser, 2016). This suggested school leaders needed to develop a culture of trust, respect, and support to develop higher efficacy levels in teachers within the school.

School Demographics

Researchers also suggested school demographics was another area that impacted efficacy in teachers (Fancera, 2016; Gaziel, 2014; Skaalvik & Skaalvik, 2019). For example, the size of the school impacted efficacy levels. Gaziel (2014) explained larger schools had higher levels of teacher efficacy. Resources and supports contributed to increased efficacy in larger schools. Gaziel (2014) identified resources as the main factor that impacted efficacy levels in the larger school setting. "Larger schools have more of the resources teachers think they need, and teachers thus feel more efficacious in their working environments" (Gaziel, 2014, p. 287). Teachers benefited from the support of many other teachers and resources, which were often found in larger school settings (Fancera, 2016; Gaziel, 2014, Skaalvik & Skaalvik, 2019).

In addition to the size of the school, the socioeconomic status (SES) of the student population impacted teacher efficacy. Fancera (2016) showed efficacy levels varied in schools serving high numbers of students who qualify for free and reduced lunch. "School faculty's belief about their effectiveness at delivering classroom instruction and improving student learning is lower in schools that have higher percentages of students who qualify for free lunch" (Fancera, 2016, p. 83).

Lee and Lee (2020) suggested principal leadership changed in schools based on the SES of the school as the principal responded to the primary needs of their student population. Lee and Lee (2020) found the principals in lower SES schools spent more time dealing with discipline but also more time analyzing testing data to identify ways to improve the instructional practices to improve the student scores. Bandura (1977) identified mastery experiences as a key

component of efficacy development. The teachers in the school needed the opportunity to have success and feel like they were having academic success with their students to build efficacy. The constant focus on test score improvement could be detrimental to efficacy levels as the teachers did not have the opportunity to feel like they had success (Fancera, 2016; Lee & Lee, 2020).

Private Schools

The school context factors impacted efficacy levels in both public and private schools, but the funding structure of a school also has had an impact on the context within which learning occurs (Aytac, 2020; Bransberger, 2017; Taie & Goldring, 2020). Private schools had different funding structures and, therefore, have variations that needed to be further researched. When considering efficacy variations across school settings, I investigated research that had been conducted in relation to various school settings including public versus private schools. According to Taie and Goldring (2020), in the 2017-2018 school year 10% of U.S. students attend private schools, and 78% of those students were in religious-affiliated schools. Bransberger (2017) explained Catholic schools enrolled the majority of the private school students in the United States. Private schools that were not religiously affiliated were termed nonsectarian schools (Taie & Goldring, 2020). Bransberger (2017) identified that the number of students who entered religious-affiliated private schools decreased slightly while the number of students who entered nonsectarian private schools increased. The number of students who attended private schools highlighted the need to investigate both religious-affiliated private schools as well as nonsectarian private schools related to teacher efficacy.

Despite minimal research specific to efficacy development in private schools, the National Center for Education Statistics did provide some data in relation to public versus private schools that aligned with the four categories for developing efficacy identified by Bandura (Bandura, 1977; Taie & Goldring, 2020). Bandura (1977) identified feedback and a culture of reflection as strategies to develop efficacy. "In the 2017-18 school year, 78 percent of public school teachers and 69 percent of private school teachers were evaluated during the last school year" (Taie & Goldring, 2020, p 3). This indicated a lower number of private school teachers were provided the formal feedback that comes from an evaluation process. Bandura (1977) identified growth opportunities to learn from experts in specific areas as another key category for developing efficacy. Taie and Goldring (2020) reported, "Ninety-nine percent of all public-school teachers reported they participated in any professional development, and about 94% of all private school teachers reported they participated in any professional development during the last year" (p. 4). Though both numbers showed a large majority of teachers participating in professional development opportunities, the private school teachers had less participation in professional development opportunities.

Aytac (2020) conducted specific quantitative research investigating if working in a public or private school impacted teacher job satisfaction. Though the study did not specifically focus on efficacy, previous research has tied job satisfaction to efficacy levels (Kasalak & Dagyar, 2020; Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010).

It was observed in these studies that job satisfaction of teachers working in private schools is higher than the JS of teachers working in public schools

> in terms of job and quality, wages, organizational climate, executive support, social relations, career conditions, and career management. (Aytac, 2020, p. 191)

Aytac (2020) suggested higher levels of job satisfaction correlated to the number of supports and the level of collaboration and community within the school. Though this study in Turkey presented valuable insight to identify specific job satisfaction development in the schools studied, gaps in knowledge persisted regarding teacher efficacy development in private schools due to the small amount of research available in relation to private schools. This helped to better develop an understanding of the ways that teachers perceived efficacy development in varying school settings to gain insights that can be applied across settings.

Summary of Review of the Literature

Bandura (1977) began investigating efficacy and the benefits of efficacy development and research on efficacy had been conducted for over 40 years. Researchers investigating efficacy in the field of education have found efficacy levels influenced job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019). Bandura (1977) identified four categories of efficacy development: performance experience, vicarious experience, verbal persuasion, and affective state, and these efficacy development categories have continued to

be the primary basis for many research studies since. Researchers continued to identify these four categories as the primary means through which teachers can increase their efficacy levels (Goddard, 2001; Goddard et al., 2000; Goddard et al., 2004; Ross et al., 2004; Skaalvik & Skaalvik, 2007; Tschannen-Moran & McMaster, 2009). With these categories identified as the primary efficacy development practices, the research shifted toward investigations of the impact of factors such as school climate (Aldridge & Fraser, 2014; Arslan, 2019; Fancera, 2016; Gray, 2016; Hattie, 2012; Hoy & Sweetland, 2000; Klassen et al., 2010; Pretorius & de Villiers, 2009; Skaalvik & Skaalvik, 2019), leadership structure (Aldridge & Fraser, 2016; Angelle & Teague, 2014; Fancera, 2016; Flores et al., 2020; Gaziel, 2014; Gray, 2016; Hallinger, 2005; Hoy & Sweetland, 2000; Powell & Gibbs, 2018; Prelli, 2016; Reaves & Cozzens, 2018; Skaalvik & Skaalvik, 2019; Ware & Kitsantas, 2011; Yost, 2006), and school demographics (Aytac, 2020; Bransberger, 2017; Fancera, 2016; Gaziel, 2014, Kasalak & Dagyar, 2020; Klassen, 2010; Lee & Lee, 2020; Skaalvik & Skaalvik, 2019; Taie & Goldring, 2020; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010) on teacher efficacy.

With years of research to support the benefits of teacher efficacy, identifying the sources of teachers' perceptions of efficacy in both public and private school settings was an important step moving forward to determine how to best develop efficacy in all teachers in any school setting. Findings from recent researchers suggested there was a lack of understanding concerning the development of teacher efficacy beliefs across all school settings (Mosoge et al., 2018; Powell & Gibbs, 2018). Efficacy levels have varied from school to school

and across cultures (Fancera, 2016; Gaziel, 2014; Goddard et al., 2004; Klassen et al., 2010). Specific contextual factors influenced efficacy development in teachers such as school climate, leadership, school demographics, and private school structure (Aldridge & Fraser, 2016; Fancera, 2016; Gaziel, 2014; Gray, 2016; Hoy & Sweetland, 2000; Page et al., 2014; Skaalvik & Skaalvik, 2019). I looked closely at teachers' perceptions of efficacy development to continue to develop greater levels of teacher efficacy in all teachers across multiple school settings to identify factors within individual schools that could potentially increase efficacy levels so they can be duplicated in other locations. In Chapter III, I explained specific methodology that I used to conduct this qualitative basic interpretive study investigating teachers' perceptions of efficacy development in elementary public and private schools.

Chapter III: Methodology

Researchers found teacher efficacy to have positive educational impacts (Powell & Gibbs, 2018; Seals et al., 2017; Skaalvik & Skaalvik, 2019; Tschannen-Moran & Barr, 2004; Tschannen-Moran & Hoy, 2001); therefore, I identified the need for further investigation into the ways in which teachers perceived how efficacy was developed in their individual school settings. A lack of understanding concerning the development of teacher efficacy and determining varying levels of efficacy across unique school settings highlighted the need for further investigation in teacher perceptions of efficacy development (Mosoge et al., 2018; Powell & Gibbs, 2018). With efficacy levels varying from school to school and across school settings, I saw the need for more research across various school settings to better develop an understanding of efficacy development (Fancera, 2016; Gaziel, 2014; Goddard et al., 2004; Klassen et al., 2010).

I designed a qualitative basic interpretive study investigating teachers' perceptions of efficacy development in elementary public and private school settings. Through this qualitative basic interpretive study, I sought to investigate teachers' perceptions of efficacy development in their public and private elementary school settings to gain a greater understanding of the teachers' perceptions of efficacy development across various school settings. By providing all teachers in the participating schools the opportunity to complete the TSES and then using the data from the scale to identify individuals with varying efficacy levels from each school to be interviewed individually, I gained insights into teachers' perception of efficacy development in their elementary public and private school settings.

Research Design

The purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. I conducted a qualitative, basic interpretive study to support the investigation aimed at answering the research questions. Due to the bounded nature of teacher efficacy, the contextual nature of the information gathered, and the ontological assumption of the individual reality of each teacher, I chose a qualitative, basic interpretive study as the most appropriate methodology to answer the research questions.

Qualitative research dated back over 40 years before it was officially named as a research method (Merriam & Tisdell, 2016). Building from postpositivist philosophy, anthropologists and sociologists in the early 1900s began asking questions to further understand the perspectives of individuals, understanding them as constructing meaning based on their experiences (Merriam & Tisdell, 2016). The type of information collected through this approach led to other professional fields beginning to ask more questions and seeking information based on the perspective of individuals. Through the mid-20th century, more researchers began to investigate the qualitative method of research, which led to a greater understanding of the methodology (Merriam & Tisdell, 2016). Over the years, qualitative research became another means for conducting research to develop a better understanding of lived experiences that could be measured via qualitative methods (Creswell & Creswell, 2018; Merriam & Tisdell, 2016).

I designed this qualitative research "to achieve an understanding of how people make sense out of their lives, delineate the process (rather than the

outcome or product) of meaning-making, and describe how people interpret what they experience" (Merriam & Tisdell, 2016, p. 15). Qualitative research sought to develop a better understanding of the experiences of individuals and to gain an understanding of how their experiences impact the specific topic of study (Merriam & Tisdell, 2016). I sought to investigate the individual experiences of teachers within both public and private elementary schools to identify how teachers perceived efficacy was developed in their specific school setting. Qualitative research sought to develop rich descriptions of the experiences of individuals and just the kind of data that could be statistically analyzed (Creswell & Creswell, 2018; Merriam & Tisdell, 2016). I designed this study to ensure the portrayal of rich descriptions of the individual teacher's experiences. For this reason, I used a combination of the teachers completing the TSES to identify participants across varying efficacy levels and individual interviews with teachers in each school setting across varying efficacy levels to develop the rich description of the development of efficacy levels across three specific elementary settings, which included a public school, a private religious-affiliated school, and a private nonsectarian school.

Wiersma and Jurs (2009) explained qualitative research was focused on the perceptions of the individuals in the research study, and all meaning within the study was gained through the investigation into the perspective and experiences of the participants. The use of the open-ended questions in a semi-structured interview format allowed me to construct meaning from the personal perspective of the participants through the responses they provided based on their individual experiences. Qualitative research was described as being less structured due to the

flexibility of the approach as the participants help to shape the path the research takes through their responses (Creswell & Creswell, 2018; Merriam & Tisdell, 2016). The participants who were interviewed in this study took part in a semi-structured interview in which the teacher had the opportunity to share their thoughts, and I was able to ask additional probing questions based on the responses of the participant to ensure the full, robust picture of their individual experience was captured.

For this study, my purpose was to examine teachers' perceptions of efficacy development in public and private elementary school settings. I designed this study to go further than solely identifying efficacy levels in the school to understand the teachers' perceptions of how efficacy was developed in their school to gain better insight into how to develop efficacy in a broader range of teachers. To gain the perspective of individual teachers from various school settings and to help develop a deeper understanding of their experiences, qualitative research provided me the opportunity to use a less structured research approach through which individuals shared their perspectives via open-ended questions.

Qualitative research studies could be designed in different ways based on the specific questions the researcher aims to answer. I identified a qualitative, basic interpretive study as the research design for this study. A qualitative, basic interpretive study sought to identify "how meaning is constructed, how people make sense of their lives and their worlds" (Merriam & Tisdell, 2016, p. 25). I designed this study to examine the unique experiences of teachers in two specific private elementary schools and a specific public elementary school. Thus, a basic

interpretive study allowed me to focus on the experiences of the teachers within those specific school settings to better understand their perceptions of efficacy development in their specific school setting. The study did not have to focus on one individual person but focused on identifying the specific phenomena happening in each of the three schools that participated in the study (Merriam & Tisdell, 2016). For the purposes of this study, I collected survey data from teachers at each of the three participating schools and used the survey data to implement purposeful sampling to identify a group of teachers from each school for individual interviews. I aligned these data collection methods to my focus on teachers' perceptions of efficacy development in each individual school and aligned them with a qualitative basic interpretive study methodology for research.

I sought to further investigate the efficacy development experiences in individual school settings and only focused on one school in each school setting (i.e., public, private nonsectarian, private religious-affiliated). A qualitative, basic interpretive study enabled me to focus on the experiences of the individual teachers in each of the three schools to gain better insight into the efficacy development in their specific school settings. I sought to focus on the specific experiences of individuals in the individual school settings to identifying the teacher perceptions of efficacy development in those individual schools to gain a better understanding of their experiences in that specific school setting.

This research study was focused on investigating teachers' perceptions of efficacy development in elementary public and private school settings. To investigate the perceptions in both school settings, I took multiple steps in three school settings. First, I chose three schools to participate in the study: one public,

one private nonsectarian, and one private religious-affiliated. I selected the participating schools through purposeful sampling in the southeastern region of the United States. I designed this study to investigate teachers' perceptions of efficacy development in elementary public and private school settings. In the 2017-2018 school year, 78% of private school students attended private religious-affiliated schools while 22% attended private nonsectarian schools (Taie & Goldring, 2020). Due to the variations in private school settings, I selected a private school from both the private nonsectarian schools and from the private religious-affiliated schools to conduct research. Through email, I gave all teachers within each participating school the opportunity to complete the TSES to gain a broader understanding of the efficacy in the school setting (Tschannen-Moran & Hoy, 2001). Then, I selected a group of teachers with varying efficacy levels from each school based on the results of the TSES and their willingness to participate in individual interviews to gain a richer understanding of their individual experiences.

Role of the Researcher

In qualitative research "the inquirer is typically involved in a sustained and intensive experience with participants" (Creswell & Creswell, 2018, p. 183). This sustained involvement made it imperative for the researcher in qualitative studies to identify areas of bias they might bring to the study. I designed this study to be a qualitative, basic interpretive study where I investigated teachers' perceptions of efficacy development in elementary public and private school settings. I have served as an educator and instructional coach in a public school setting prior to the time of the study and I served as a principal in a private school

setting at the time of this study. Though the variety of my professional experiences provided a broad perspective, the personal connection to a specific private school could create a bias in my perspective entering the study. To avoid additional bias, I did not conduct this study in the school where I served as principal.

> Rather than try to eliminate these biases or 'subjectivities,' it is important to identify them and monitor them in relation to the theoretical framework in light of the researcher's own interests, to make clear how they may be shaping the collection and interpretation of data. (Merriam & Tisdell, 2016, p. 16)

I entered the study with no preconceived beliefs about the data that would be collected via interviews in the elementary public or private school settings to ensure objective analysis of the data occurred. To mitigate any possible unidentified bias, I used the TSES, which has been previously tested for validity (Tschannen-Moran & Hoy 2001). The research questions were created based on the theoretical framework of the study, which was based on the work of Bandura (1977), and emphasized the efficacy developing structures he identified: performance experience, vicarious experience, verbal persuasion, and affective state. While Bandura's (1977) work served as the framework for the interview protocol, I analyzed the resulting data to develop themes that addressed the research questions. I alone collected and analyzed data for this study.

Participants of the Study

With the purpose of the study being to examine teachers' perceptions of efficacy development in public and private elementary school settings, I

determined the need to investigate three individual elementary schools in this qualitative basic interpretive study. Private schools have often been broken into private nonsectarian and private religious-affiliated schools. For this reason, I included three schools, a public school, a private nonsectarian school, and a private religious-affiliated school. I selected a purposeful sampling of three schools in the southeastern region of the United States for this study. Merriam and Tisdell (2016) described purposeful sampling as identifying a sample that allows the researcher to learn what happens with a "typical" (p. 97) group to allow the researcher to apply the results to a larger scale. To mitigate outside factors that could impact the data collected in this research, I selected schools with similar socioeconomic levels, similar demographics that were all located within the southeastern region of the United States, and with similar levels of community involvement in the school.

I selected three schools to participate in the research study. The public school setting served students in kindergarten through fifth grades. I provided the TSES survey to 26 teachers in the school. The private nonsectarian school served students in preschool through 12th grades. For the purposes of this study, only teachers who served in the elementary school, kindergarten through fifth grade, were provided the TSES survey. I sent the survey to 15 teachers who worked with students in kindergarten through fifth grades in the private nonsectarian school. The private religious-affiliated school served students in preschool through 12th grade. I sent the TSES survey to only the 22 elementary teachers who worked with kindergarten through fifth grades.

Wiersma and Jurs (2009) explained in research studies, the researcher divides the larger population into subpopulations to randomly select individuals from the small subpopulations. For the purpose of this study, I employed a stratified random sampling technique to identify teachers at all levels of efficacy based on the TSES to interview to gain further information from participants and develop a rich narrative of the efficacy development experiences of teachers in each school setting (Tschannen-Moran & Hoy, 2001). I divided participants from each participating school into groups based on their individual efficacy scores in relation to their peers at their school to create a high, medium, and low category per school. I divided each school into the high, medium, and low category based on the TSES scores of participating teachers within their school. Teachers willing to participate in interviews indicated their willingness to participate in an individual interview on the TSES survey (see Table 1).

Table 1

Schools' Teacher's Sense of Efficacy Scale Participants Divided into Levels

School Setting	High Efficacy	Middle Efficacy	Low Efficacy
Public School	Public H1 Public H2	Public M1 Public M2	Public L1 Public L2
Private Nonsectarian School	Nonsectarian H1	Nonsectarian M1	Nonsectarian L1
Private Religious Affiliated School	Religious H1	Religious M1 Religious M2	Religious L1 Religious L2

Of those willing to participate in an individual interview, at least one teacher from each school setting was randomly selected from each of the high, medium, and low groups for individual interviews to provide a perspective from teachers with varying efficacy levels in each school setting. I determined this number based on the size of the teaching staff at the participating schools. Prior consent for interview participation was secured through participant responses to the TSES. To protect confidentiality, each participant was given a coded name reflective of which group they represented. I contacted those teachers who were eligible for interview participation and who agreed to participate in an individual interview to obtain consent. I conducted six individual interviews in the public school, three in the private nonsectarian school and five in the private religious-affiliated school, resulting in a total of 14 interviews.

Data Collection

I used two methods of data collection in this study to investigate teachers' perceptions of efficacy development in elementary public and private schools (i.e., the TSES, semi-structured interviews). Creswell (2009) explained the importance of researchers having a clear data collection protocol to ensure data were collected and recorded confidentially and appropriately. I used a protocol for data collection procedures for each of the two data collection methods to have a clear plan in place for the collection of data to maintain consistency in data collection across each school setting. Three schools (i.e., a public school, a private nonsectarian school, and private religious-affiliated school) were selected to participate in the study.

For the public school setting, I first obtained approval from the school district to conduct research in an elementary school within the district by submitting a detailed document seeking permission (see Appendix A). I then requested permission from the principal of the public school to conduct the research within the specific school. In the private school settings, I requested permission from the principal of each school (see Appendix B). I also requested and obtained permission to use the TSES in my study from the author (see Appendix C) (Tschannen-Moran & Hoy, 2001). The author also granted permission to administer the TSES through a Google Forms format. Before beginning data collection for this study, I submitted a research request to the university's Institutional Review Board (IRB), which granted approval to conduct the research study prior to the collection of any data (see Appendix D). I used two data collection procedures for this study: TSES and individual interviews.

Teacher's Sense of Efficacy Scale

In March of 2021, I emailed all elementary teachers at the three participating schools as the first step in the data collection process. Teachers were provided an informed consent form (see Appendix E) where I explained participation was optional, all information obtained through the data collection process would be kept confidential, and no identifying information would be reported. Through the same email, I provided all teachers at the three participating schools the link to an online version of the TSES, a nine-point Likert survey. I sent the TSES to a total of 63 teachers across the three participating schools, and 21 of those teachers completed the survey, yielding a response rate of 33% across the three schools. Through the process of "principal-axis factoring with varimax

rotation" (Tschannen-Moran & Hoy, 2001, p. 799) during the development and testing process of the TSES, Tschannen-Moran and Hoy (2001) identified three strong factor categories. Due to this factoring, they divided the TSES into sections: instruction, management, and engagement. By dividing the scale into these three categories, researchers better determined the areas in education in which teachers have specific efficacy feelings (Tschannen-Moran & Hoy, 2001). Though scores are divided into the three categories on the TSES, for the purposes of this study I focused on the individual teacher total self-efficacy score.

Teachers who selected to participate in the study by clicking on the emailed link to the survey were required to digitally acknowledge receipt of the informed consent form and indicate if they were willing to participate in the survey before completing the TSES. Participants completed 24 multiple choice questions through a Google Form. After completing the TSES, participating teachers were asked at the bottom of the TSES to indicate if they would be willing to participate in an interview and, if so, provide their name and contact information. Only I had access to survey responses, and I carefully reviewed participant responses to ensure no individual could be identified based on their survey results.

Tschannen-Moran and Hoy (2001) provided directions for scoring the TSES along with validity and reliability information at the same time as permission for usage. The survey and results from each teacher were stored in a two-factor authentication protected account owned by me. The TSES served as a valuable tool to gain insights into individual teacher efficacy levels within the school while also helping in the identification of participants for interviews. I

calculated the results of the TSES for each participating teacher. I divided respondents from each participating school into groups based on their individual efficacy scores in relation to their peers at their school. For each individual school I divided the scores into the high, medium, and low groups in comparison to other survey participants at their school to ensure that teachers across varying efficacy levels at each school setting were included in individual interviews. To protect confidentiality, each participant was given a coded name reflective of which group they represented. I gave teachers two months to complete the survey with two reminder emails provided during that time period. I sent the survey to a total of 63 teachers across all three participating schools and 22 of those teachers completed the TSES. Of the 22 teachers who completed the TSES, 10 teachers completed from the public school, four completed from the private nonsectarian school, and eight completed from the private religious-affiliated school. I did not use the TSES survey data in analysis but only used to categorize and select individual interview participants.

Semi-Structured Interviews

I conducted individual interviews with teachers I selected through a stratified random sample based on the TSES results from each efficacy level from each of the three participating schools as the second form of data collection. Merriam and Tisdell (2016) explained interviews were "necessary when researchers cannot observe behavior, feelings, or how people interpret the world around them" (p. 108). In this study, I sought to capture teachers' perceptions of efficacy development in elementary public and private school settings. After analyzing the results of the survey, I placed the participants into high, medium,

and low efficacy groups based on their individual scores relative to those of their peers at the same school. I assigned codes to the participants to maintain confidentiality in the reporting of results. Participants who indicated they were willing to participate in follow-up interviews were randomly selected from the high, medium, and low efficacy groups in each of the three participating school settings. I selected a total of 14 individuals across all three school settings to participate in the individual interviews: six public school teachers, three private nonsectarian school teachers, and five private religious-affiliated school teachers. Participants completed an informed consent form to participate in the individual interview (see Appendix F). I contacted the individuals to schedule the individual interviews through Zoom.

I conducted interviews using a semi-structured interview protocol (see Appendix G). This format allowed me to have questions developed with the plan to identify a specific set of information from each person being interviewed but also allowed the interviewer to use the responses of each individual participant to identify areas to further investigate as needed (Merriam & Tisdell, 2016). Additionally, I pilot tested the interview questions with individuals who were not participants in this research study to ensure clarity of questions. Merriam and Tisdell (2016) suggested conducting pilot or practice interviews as the best way to ensure clear questions and gain insights into the specific information about which the research questions are focused. I conducted the pilot study in a private religious-affiliated school. I adjusted the interview questions based on the results of the testing of the questions to ensure the interview questions supported in the answering of the research questions for the study. The pilot interviews also

contributed to the decision to not only conduct research in one private school but to separate my data collection in private schools between private religious-affiliated schools and private nonsectarian schools. I conducted my study during the COVID-19 global pandemic that occurred in 2020 and 2021. Many schools were impacted by this pandemic and put restrictions in place to protect all school stakeholders. Due to the COVID-19 global pandemic, I conducted all interviews through Zoom, an online video conferencing program, to ensure the safety of all participants and me. I conducted interviews over the course of six weeks.

Bandura (1977) identified four main ways efficacy was developed: performance experience, vicarious experience, verbal persuasion, and affective state. The interview questions were designed to align with each of the efficacy developing strategies identified by Bandura (1977). I prepared seven interview questions to ask participants during individual interviews. In question one and two I gathered background information about the participants. In question three I gathered information about teachers' perceptions of performance experiences in their specific school setting. In question four I gathered information about teachers' perceptions of vicarious experiences in their specific school settings. In question five I gathered information about teachers' perceptions of verbal persuasion. In question six I gathered information about teachers' perceptions of affective state in their specific school settings. I designed question seven to gather teachers' perceptions of general efficacy development in their specific school setting.

This format allowed me to gain a richer understanding of each individual teacher's experience within their school regarding efficacy development related to the theoretical framework. This method of semi-structured interviews was best for the design of this study due to the participants' different efficacy levels, as identified by the TSES (Tschannen-Moran & Hoy, 2001). Knowing each of the participants' reported efficacy levels could influence their perceptions, I needed to enter the interviews ready to allow the participants' answers and experiences to guide any follow-up questions needed after the set of structured questions were asked.

The interviews were recorded through Zoom with the permission of each participant and later transcribed. Additionally, I took anecdotal notes during the interview. Merriam and Tisdell (2016) explained recording an interview, taking anecdotal notes during the interview, and transcribing later as the most common method of gathering data from an interview. I stored both the recordings of the interview and the transcripts in password protected files on my computer to ensure confidentiality. Creswell (2009) explained interviews should be conducted until the researcher reaches the point of saturation where clear themes were seen throughout the research that led to answers to the research questions. I completed interviews with participants from each school to reach the point of saturation and to ensure teachers with high, medium, and low efficacy levels were included. Of the 22 teachers who completed the TSES, 16 indicated they would be willing to participate in an individual interview. Of the 16 possible interview participants, I completed 14 total interviews: six from the public school, three from the private nonsectarian school, and five from the private religious-affiliated school.

Methods of Analysis

Each of the data collection procedures (i.e., TSES, semi-structured interviews) required different steps for data analysis. Merriam and Tisdell (2016) explained data analysis in a qualitative study should occur throughout the data collection process as the researcher must monitor the data to identify the point of saturation. As such, I began data analysis for this study as data were collected.

I collected the first data through the TSES provided through email to all teachers at each of the three participating elementary schools (Tschannen-Moran & Hoy, 2001). Directions for scoring the TSES were provided when I secured permission to use the scale prior to data collection. The TSES was a 24-question, nine-point Likert scale survey that produces scores in three areas of teacher efficacy: student engagement, instructional practice, and classroom management. I calculated unweighted means items related to each of these areas and compared them to average scores obtained through prior studies to determine how the ratings of each school compared to other schools who have taken the survey (Tschannen-Moran & Hoy, 2001). I then calculated the unweighted average of all the survey responses for each participant to obtain an overall efficacy score for each individual. Teachers at each school site were then separated into groups of high, medium, and low efficacy levels relative to their peers at that site to ensure that varying efficacy levels were represented at each school in the individual interviews. To understand teachers' perceptions from a broad spectrum of teacher efficacy levels, I interviewed teachers from the high, medium, and low efficacy groups at each school.

I conducted interviews with 14 teachers and later transcribed and coded them. Merriam and Tisdell (2016) explained the process of open coding as assigning codes to any pieces of information that seemed like they could be relevant in answering the research questions of the study. I reviewed the interview transcripts, and the process of open coding occurred to further develop meaning from the information. I coalesced codes into categories in the process of axial coding, which I used to discover consistent themes in the data. Merriam and Tisdell (2016) defined axial coding as the process of beginning to group open codes together into categories and themes as they appear in the data. As I analyzed the interview data, I continued to identify categories that aligned with the research questions of the study. Merriam and Tisdell (2016) stressed the importance of the categories developed being exhaustive enough that they can include all critical information gained during the interviews that aligned with the research questions, clear enough where data can only exist in one category, and all categories remaining on a similar level of "abstraction" (p. 213).

Trustworthiness

When planning this research study, I considered both validity and reliability to provide results that could be used for further understanding of teachers' perceptions of efficacy development in elementary public and private schools. "Validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which the data are collected, analyzed, and interpreted, and the way in which the findings are presented" (Merriam & Tisdell, 2016, p. 238). In qualitative research, validity and reliability have slightly varying definitions but both have equal importance in the

development of a research study. “Qualitative validity means the researcher checks for the accuracy of the findings by employing certain procedures” (Creswell & Creswell, 2018, p. 199). Qualitative reliability “indicates that the researcher’s approach is consistent across different researchers and among different projects” (Creswell & Creswell, 2018, p. 199). Qualitative researchers used the term trustworthiness to encompass both validity and reliability measures. Trustworthiness referred to the confidence in the data and their interpretations (Merriam and Tisdell, 2016). I sought trustworthiness in this study through the application of validity and reliability standards.

A method to ensure validity in a study was to triangulate the data in the study. Creswell (2009) stated it was important to “triangulate different data resources of information by examining evidence from the sources and using it to build a coherent justification for themes” (p. 191). For this study, I collected data through the TSES from a broad purposeful sample, including all elementary teachers in each participating school, and interviews were conducted with individual participants from each subcategory to gain a deeper understanding of the perceptions of teachers with all efficacy levels in each participating school each school (Tschannen-Moran & Hoy, 2001). The collection of multiple pieces of data from multiple data collection sites allowed me to develop richer descriptions and a broader understanding of the case being studied (Merriam & Tisdell, 2016).

Another method of ensuring validity that I considered in this study was the use of a peer-reviewed survey as the primary step in the research process. Tschannen-Moran and Hoy (2001) created the TSES in 2001, and it has since

been widely used by many researchers as an instrument to gain insight into teacher efficacy levels. Cronbach's alpha scores for each area of the scale indicate strong internal reliability (full scale = 0.94, student engagement = 0.87, instructional practice = 0.91, classroom management = 0.90). By using a peer-reviewed survey that has been developed, checked for validity, pilot tested, and used over the course of 20 years through professional peer-reviewed research, I eliminated some validity concerns.

To maintain trustworthiness, I also implemented methods to ensure data derived from the individual interviews presented an accurate description of the participants' essence of experience. Using Bandura's (1977) work as a theoretical framework in the development of the interview questions helped to ensure a targeted investigation of each identified area of efficacy development. I pilot tested the interview questions with individuals who were not participants in this research study to ensure clarity of questions. Merriam and Tisdell (2016) suggested conducting pilot or practice interviews as the best way to ensure clear questions and gain insights into the specific information about which the research questions are focused. I conducted the pilot study in a private religious-affiliated school. I adjusted the interview questions based on the results of the testing of the questions to ensure the interview questions supported in the answering of the research questions for the study.

In addition to pilot testing the interview questions, I conducted member checks after the completion of the interview data analysis. Creswell and Creswell (2018) explained member checking was used "to determine the accuracy of qualitative findings by taking the final report or specific descriptions of themes

back to participants and determining whether these participants feel that they are accurate" (p. 200). Member checks were conducted with three participants per school. I selected a teacher from the high, medium, and low efficacy levels from each school to conduct a member check with to ensure all efficacy levels were represented in the member checking. I verbally shared the themes identified from the participants school to ensure they accurately represented the intent behind the participants' responses to the interview questions.

Creswell and Creswell (2018) suggested one of the best ways to ensure credibility in qualitative research was to "document the procedures of their case studies and to document as many of the steps of the procedures as possible" (p. 201). This documentation of procedures ensured the researcher had a clear plan to follow and implement with each participant in the study to ensure the researcher-maintained reliability. I developed clear procedures for this research study in seeking participants and interview protocol for individual interviews to ensure consistent procedures were used throughout the research study.

Limitations and Delimitations

Limitations within a research study were any potential weaknesses or problems with the study identified by the researcher but were not under the control of the researcher (Creswell, 2012). The researcher must have specifically addressed limitations to provide a rich description of the research study and to ensure the researcher works to overcome any limitations impacting the research study (Creswell & Creswell, 2018). One limitation of this study was that it was conducted during the COVID-19 global pandemic. Teachers were experiencing circumstances they have never faced in the history of education. With students

having to learn virtually, and students in and out of school for quarantine, it was possible teacher efficacy could have been impacted by factors outside the control of school leaders. These same factors possibly impacted the willingness of teachers to participate in the study. To mitigate this limitation, I took two steps. First, I used the TSES to gain preliminary data. Researchers have used the TSES for 20 years and factor analysis tested the instrument. The use of this instrument allowed me to identify participants with all efficacy levels within the school. Second, I worked with the principal of each participating school and identified the process for data collection that would be the most conducive to the teachers at each school to ensure this study did not add any unnecessary challenges for the teachers participating.

I recognized the limitations to the observational and anecdotal notes that could be collected through a Zoom interview session. In qualitative research, data could have been collected through observation of an individual through in-person interview settings and from an opportunity to visit the school setting (Creswell & Creswell, 2018). Conducting interviews via Zoom limited the amount of body language I could observe due to a limited view of the individual during the interview. By not sitting together in person, the comfort level between the interviewee and interviewer could have been impacted as well. To mitigate this limitation, I worked to continue to take the notes on the specific statements shared but also the anecdotal notes that were observed during the interview. I also spent a few minutes prior to the interview in conversation with the interviewee. The small talk and conversation while meeting the individual and preparing for the interview when in-person looked different through Zoom, but I still made sure to allow the

interviewee those opportunities to develop a level of comfort before moving straight into the interview questions. Despite these limitations, the purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. The depth of information gained through the data collection process provided valuable insights.

Delimitations were parameters the researcher has chosen that limited the scope of the study (Simon, 2011). An inherent delimitation in qualitative, basic interpretive studies was the smaller data set with which the researcher was working. Within a qualitative, basic interpretive study, the researcher limited the study to gain insight into the perspectives of teachers from the three participating schools (Merriam & Tisdell, 2016). For the purposes of this study, I limited the study to one public school, one private religious-affiliated school, and one private nonsectarian school. To limit factors that could influence teacher efficacy variations, I focused on only elementary schools. I included only elementary teachers to ensure the teachers had similar age of students, similar roles within their school, and to limit factors outside the control of the researcher that could impact variations in the data collection. In each school a limited number of teachers were selected for interviews as well. I grouped teachers into categories based on their responses to the TSES to select interview participants. I determined this number based on the size of the teaching staff at the participating schools. The limited number of individuals interviewed in addition to limiting data collection to one elementary school in each school setting were delimitations. Despite these delimitations, I collected data from each school and each teacher

who participated in the study to determine teachers' perceptions of efficacy development in elementary public and private schools.

Another delimitation in this research study was all interviews were conducted through remote methods due to the COVID-19 pandemic. I chose to conduct interviews through Zoom due to the COVID-19 pandemic to prevent teachers from not participating in the study due to worry about exposure to an individual from outside their school. I determined all interviews were to be conducted through Zoom to protect the personal health of participants and me. I identified limitations and delimitations of the study investigating teachers' perceptions of efficacy development in elementary public and private school settings and took steps to mitigate the possible impact on the results of the study.

Assumptions of the Study

Research studies were designed and developed with a set of assumptions that came from the researcher and were clearly identified in the development of the study (Merriam & Tisdell, 2016). Merriam and Tisdell (2016) explained these assumptions were key in the formation of the study and were the factors the researcher believed to be *assumed* in the development of their study. I defined the assumptions of this study. In this study, one assumption was all participants responded truthfully to the survey and interview questions to provide accurate teacher perceptions of efficacy development in elementary public and private school settings.

Another assumption for this study was the work of Bandura (1977) has accurately identified the efficacy developing practices: performance experience, vicarious experience, verbal persuasion, and affective state. This study was built

on the foundation of the work of Bandura (1977). The assumption was these four categories were accurately identified as ways efficacy can be developed in teachers. I sought to identify how the specific schools participating in this study were putting those categories into action in their school. I functioned on the assumption that Bandura's efficacy developing practices impact teacher efficacy positively. I sought to identify how the teachers perceived efficacy development was supported in their specific school, and I used Bandura's four efficacy developing categories were as the theoretical framework upon which the I built the interview questions.

Summary of Methodology

I developed a qualitative basic interpretive study to investigate teachers' perceptions of efficacy development in elementary public and private schools. The study was built on the efficacy research conducted by Bandura (1977) with the assumption that efficacy was developed through four categories: performance experience, vicarious experience, verbal persuasion, and affective state. Three schools in the southeastern region of the United States—one public, one private nonsectarian, and one private religious-affiliated—were selected and permission was received to conduct the study within each school. To develop a rich description of the school setting and to identify potential interview participants, all teachers within the school were provided the opportunity to complete the TSES, which I used to investigate individual teacher efficacy and to identify individual interview participants (Tschannen-Moran & Hoy, 2001). I categorized the results of the TSES from each school into three groups to identify individuals from each school at varying levels of efficacy (Tschannen-Moran & Hoy, 2001).

Fourteen total individual teachers (six private school, three private nonsectarian, and five private religious-affiliated) from the high, medium, and low groups from each school were asked to participate in an individual interview.

Once I received consent, I conducted an interview with each participant through Zoom. The interviews were recorded and saved in a password protected electronic file. I then transcribed each interview and saved those documents in a password protected electronic file. The interview transcriptions were coded to begin to identify themes and categories that appeared within the data that answered the research questions. The data from the TSES and the individual interviews and the coding of the transcriptions were used to begin the process of reporting the data and how that data answers the research questions. The results of the data analysis discussed in Chapter III were presented in Chapter IV, Analyses and Results.

Chapter IV: Analyses and Results

Researchers identified the benefits of teacher efficacy in the areas of job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019); however, the findings from recent research suggested a lack of understanding of teacher efficacy across unique school settings (Mosoge et al., 2018; Powell & Gibbs, 2018). I designed this qualitative, basic interpretive study to investigate teachers' perceptions of efficacy development in elementary public and private schools to develop a deeper understanding of teachers' perceptions of efficacy development in those unique school settings. For the purposes of this study, I examined three individual elementary schools: a public school, a private nonsectarian school, and a private religious-affiliated school. I initially collected data through the TSES to identify teachers from each of the three school settings who scored in the high, medium, and low efficacy levels. A total of 22 teachers from all three participating schools completed the TSES survey. Upon their consent, I interviewed 14 total teachers that represented each of the three school settings to identify teachers' perceptions of efficacy development in elementary public and private schools. I developed the interview questions based on the four efficacy developing structures (performance experience, vicarious experience, verbal persuasion, and affective state) identified by Bandura (1977), which was used as the theoretical framework for this study.

Data Analysis

For this study, I collected data through the TSES survey and through individual interviews. I provided the TSES survey to all elementary teachers in each of the three participating schools. I used the TSES survey to gain insights about efficacy of individual teachers in each of three schools and to identify participants for the individual interviews. I did not conduct quantitative analysis of the TSES. I provided data analysis for the TSES and individual interviews.

TSES

I provided the TSES through email to the elementary teachers at each of the three participating schools. I used the TSES to gather information about the efficacy levels of the teachers in each participating school and to identify participants with high, medium, and low efficacy levels. The TSES provided a nine-point Likert scale with three strong factor categories (engagement, instruction, and management) scored individually (Tschannen-Moran & Hoy, 2001). I sent the survey to a combined total of 63 teachers, and 22 of the teachers completed the survey, yielding a response rate of 35% across the three schools. I compiled the data from all individuals at the three school settings who completed the survey to provide a broad picture of the TSES data collected (see Table 2).

Table 2

TSES Results

	Public (n = 10)	Nonsectarian (n = 4)	Religious-affiliated (n = 8)
Total TSES	7.5	7.5	7.2
Engagement	7.5	7.3	6.8
Instruction	7.5	7.7	7.1
Management	7.5	7.5	7.8

The data from the TSES identified similar total TSES scores for each of the three participating schools. Tschannen-Moran & Hoy (2001) provided mean scores for the TSES scale for teachers who have taken the TSES. The overall TSES score mean was 7.1, which indicated that the TSES total score for each school was higher than the average TSES score.

Public School TSES. I divided the TSES results from each of the three participating schools to identify participants from high, medium, and low efficacy levels from each school setting to ensure I captured teachers' perceptions of efficacy development from individuals with varying efficacy levels. I sent the TSES to 26 teachers in the public school setting and 10 completed the TSES, yielding a 38% response rate. Of those 10, I identified two teachers from the high, medium, and low efficacy levels to participate in an individual interview based on their consent for a total of six interviews. I compiled the TSES scores from each public school interview participant (see Table 3).

Table 3

Public School Interview Participants

	Total TSES	Engagement	Instruction	Management
Public School Average	7.5	7.5	7.5	7.5
High Group				
Public H1	8.4	8.3	8.5	8.4
Public H2	8.0	8.1	7.5	8.3
Medium Group				
Public M1	7.6	7.6	8.0	7.1
Public M2	7.5	7.3	8.0	7.1
Low Group				
Public L1	6.7	7.1	5.8	7.1
Public L2	6.9	6.9	7.0	6.8

The public school TSES scores for interview participants ranged from 8.4 for the Public H1 participant to 6.9 reported by the Public L2 participant.

Private Nonsectarian School TSES. I sent the TSES to 15 teachers in the private nonsectarian school setting and four completed the TSES, yielding a 27% response rate. Of those four, I identified one from each of the high, medium, and low efficacy levels to participate in an individual interview based on their consent for a total of three interviews. I compiled the TSES scores from each private nonsectarian school interview participant (see Table 4).

Table 4

Private Nonsectarian School Interview Participants

	Total TSES	Engagement	Instruction	Management
Nonsectarian School Average	7.5	7.3	7.7	7.5
High Group				
Nonsectarian H1	8.0	7.5	8.8	7.9
Medium Group				
Nonsectarian M1	7.0	6.4	7.8	7.0
Low Group				
Nonsectarian L1	6.8	7.3	6.4	6.9

The private nonsectarian school TSES scores for interview participants ranged from 8.0 for the Nonsectarian H1 participant to 6.8 for the Nonsectarian L2 participant.

Private Religious-affiliated School TSES. I sent the TSES to 22 teachers in the private religious-affiliated school setting and eight completed the TSES, yielding a 36% response rate. Of those eight responses to the TSES, five individuals indicated they would be willing to participate in an individual

interview. After placing the participants in the TSES survey into high, medium, and low efficacy levels based on the school participants. I identified one from the high efficacy grouping, two from the medium efficacy grouping, and two from the low efficacy grouping to participate in an individual interview based on their consent for a total of five interviews. Due to only five individuals agreeing to participate in an interview, I only interviewed one individual from the private religious-affiliated school in the high efficacy level group. I compiled the TSES scores from each private religious-affiliated school interview participant (see Table 5).

Table 5

Private Religious-affiliated School Interview Participants

	Total TSES	Engagement	Instruction	Management
Religious School Average	7.2	6.8	7.1	7.8
High Group				
Religious H1	8.0	7.6	7.8	8.5
Medium Group				
Religious M1	6.9	6.3	6.6	7.9
Religious M2	6.9	6.8	6.8	7.1
Low Group				
Religious L1	6.7	5.8	6.9	7.4
Religious L2	6.4	6.5	6.0	6.8

The private religious-affiliated school TSES scores for interview participants ranged from 8.0 for the Religious H1 participant to 6.4 for the Religious L2 participant.

Interviews

Once I selected the interview participants from each school setting (public, private nonsectarian, and private religious-affiliated) based on the TSES, I

conducted individual interviews. With the goal of the study to identify teachers' perceptions of efficacy development in each of the three individual school settings, I coded the interviews for each of the school settings and identified themes for each of the three school settings individually to identify teachers' perceptions of efficacy development in their specific school setting. Through the coding process of the interview transcripts, I identified three themes for the public school setting: *school culture of support and excellence*, *administration-driven professional growth*, and *growth structures developed by the school* (see Appendix H). I identified three themes from the coding of interview transcripts for the private nonsectarian school setting: *relationships*, *teacher-driven development*, and *growth structures developed by the school* (see Appendix I). I also identified three themes from the coding of interview transcripts for the private religious-affiliated school: *leadership*, *team-driven development*, and *growth structures developed by the school* (see Appendix J). I designed the study to investigate teachers' perceptions of efficacy development in public, private nonsectarian, and private religious-affiliated. For this reason, I reported the results for each research question by each individual school setting (public, private nonsectarian, and private religious-affiliated) to provide a rich description of the teachers' perceptions of efficacy development in each individual school setting for this study.

Research Questions

I developed two research questions for this qualitative, basic interpretive study investigating teachers' perceptions of efficacy development in elementary public and private schools. To provide a rich description of the results for each

specific school setting, I reported the results for each research question by each individual school setting (public, private nonsectarian, and private religious-affiliated).

Research Question 1

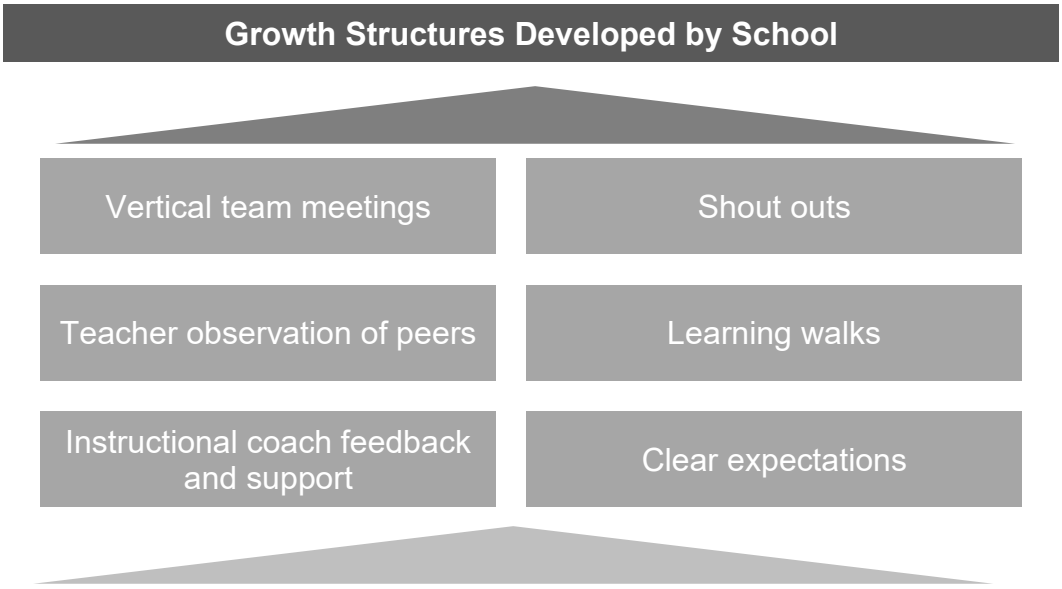
What practices do teachers perceive to be effective in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school setting?

I coded the interviews for each of the three participating schools (public, private nonsectarian, and private religious-affiliated) and identified themes in the interviews. In the coding, I identified three themes for each of the participating schools (public, private nonsectarian, and private religious-affiliated). I created Research Question 1 specifically to identify practices teachers perceived to be effective in the development of teacher self-efficacy in their specific elementary school setting. I identified one theme through the interviews that crossed all three school settings: *growth structures developed by school*. This one theme across all three school settings aligned with Research Question 1. The two other themes identified for each school through the coding process aligned with Research Question 2 and were shared under Research Question 2. Through the interviews, teachers reported unique growth structures in each of the three schools, but the same theme appeared in each of the three school settings and provided evidence regarding the practices that teachers perceived to be effective in the development of teacher self-efficacy in their specific elementary school setting. I reported the analysis by school individually to provide a rich explanation of the practices teachers identify as effective in their specific school setting.

Public School. When coding the interviews, I identified a theme of *growth structures* in interview transcripts. When seeking to answer Research Question 1, I sought to identify the practices put in place by the school that were seen as effective in developing teacher efficacy (See Figure 1).

Figure 1

Public School Growth Structures Developed by School Excerpt of Coding in Theme Development



The excerpt from the larger coding chart shows the theme that dealt directly with the growth structures in place in the school to support teachers' growth and development in the public school setting, which teachers reported to impact their belief that they could make a difference in the lives of their students.

Teachers in the public school reported specific growth structures developed by the school that they perceived to be effective: vertical team meetings, teacher observation of peers (through classroom observations and learning walks), instructional coach feedback and support, and communication (shout outs and clear expectations).

Five of the six teachers interviewed identified vertical team meetings as a growth structure implemented within the public school setting that they perceived as effective. The teachers reported the vertical teams in the school met monthly and all teachers in the school participated on a vertical team. Teachers reported the vertical teams consisted of teachers in all kindergarten through fifth grades. Public H2 stated, "Those are broken down into subjects so we're able to share those successes and things that maybe didn't work well." Public M2 explained, "We get together and talk about common assessments, and we talk about the progression of standards." Public H1 stated the vertical team meetings have "specific goals for each meeting," which she believed kept the conversation focused and allowed the time to be valuable for all members of the team and the school as a whole. Public H2 stated, "It's neat because collectively, as a school, we're all struggling with the same things and are able to work through those." The five teachers who mentioned vertical team meetings also reported the vertical teams provided them with a better understanding of the progression of skills

across grade levels. Public H1 said participating in the vertical team "gives you perspective on where the kids came from and where they're heading to." Teachers reported the vertical teams consisted of teachers from kindergarten through fifth grades, remained content specific, had very clear goals for each meeting, and allowed teachers to better understand the progression students experienced in kindergarten through fifth in each of the content areas.

Five of the six teachers who participated in an individual interview reported the opportunity to observe others within their school was an effective growth structure put in place by the leaders in the school. Teacher observations of others occurred in the public school in two ways: classroom observation of peers and learning walks. Teachers in the public school setting explained they were encouraged to visit other classrooms. Public L2 stated, "Sometimes when you watch someone else execute it, it looks very different. So, it's a great learning opportunity in that way." Teachers also reported they were encouraged to participate in learning walks. Public M2 defined learning walks as when teachers "drop into some classrooms and we would have specific areas that we were kind of looking for." Five of the six teachers interviewed identified observations of peers as an effective strategy in their growth development that increased teacher efficacy.

Three of the six teachers interviewed reported instructional coach feedback and support as a growth structure developed within the school that they perceived to be effective. Teachers reported the public school administration provided teachers with an instructional coach who provided support to teachers. Public H2 saw value in that they "have an instructional coach who listens and

gives feedback." Teachers reported the instructional coach visited classrooms and provided feedback to teachers immediately after those visits. Public L1 stated the instructional coach would send "little emails that they shoot out right then when they leave your classroom." The instructional coach also attended weekly grade level meetings to provide additional supports to teachers.

Teachers in the public school setting also reported the communication within their school was an effective growth structure put in place by the school. Teachers reported two categories of communication that the school implemented as growth structures they perceived to be effective in efficacy development: shout outs and clear expectations. Four of the six teachers interviewed reported the principal provided shout outs through staff and community emails. Public L1 stated administration spotlighted "the things that they find most valuable." The teachers reported shout outs praised positive things happening in the building and highlighted what the administration found valuable. Five of the six teachers interviewed also reported clear expectations in communication as an effective growth structure developed by the school. Public H2 stated, "We have really clear expectations as a whole staff." Teachers reported the expectations were made clear through the communications in emails, professional development, and staff meetings to ensure teachers always knew what was expected and valued.

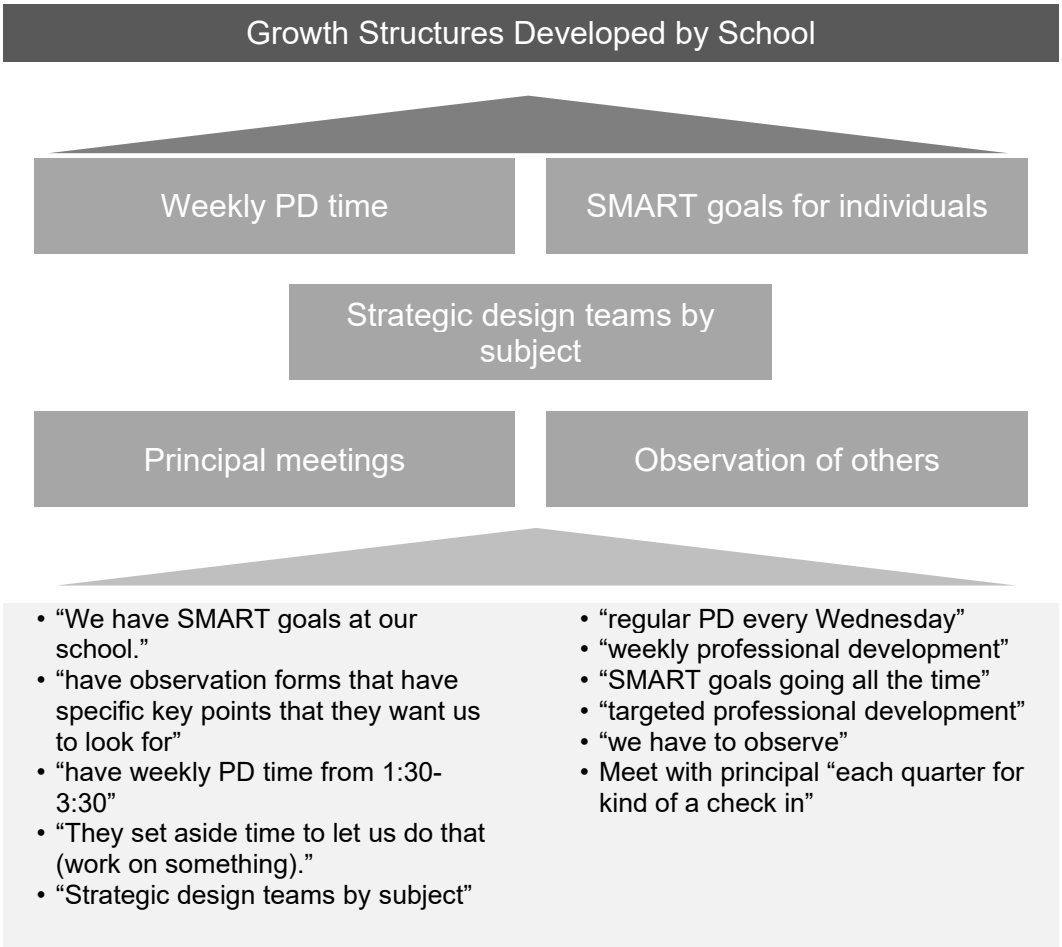
Through the coding of the interviews, I identified growth structures developed by the participating public school as a theme. Teachers provided specific examples of growth structures in their elementary public school setting. Teachers in the public school reported growth structures they perceived to be effective: vertical team meetings, teacher observation of peers (through classroom

observations and learning walks), instructional coach feedback and support, and communication (shout outs and clear expectations).

Private Nonsectarian School. In the coding of interviews from the private nonsectarian school, I also identified *growth structures developed by the school* as a theme, and it provided support for Research Question 1 in explaining practices teachers perceived to be effective in efficacy development in their specific school setting (see Figure 2).

Figure 2

Private Nonsectarian School Growth Structures Developed by School Excerpt of Coding in Theme Development



The excerpt from the larger coding chart shows the theme that directly aligned with the *growth structures* in place in the school to support teachers' growth and development in the private nonsectarian school, which teachers reported to impact their belief that they could make a difference in the lives of their students and aligned with Research Question 2. Teachers in the private nonsectarian school reported the following growth structures that they perceived to be effective: weekly professional development time, SMART goals for individuals, strategic design teams by subject, and observation of others.

The three teachers interviewed in the private nonsectarian school identified weekly professional development time as a growth structure developed by the school that they perceived to be effective in developing teacher efficacy. Nonsectarian H1 explained, "We have weekly PD's from 1:30-3:30." The professional development sessions occurred regularly. Nonsectarian M1 explained they all had "PD every Wednesday." Teachers reported the weekly professional development time occurred regularly within the schedule and the structure varied to meet the needs of the teachers. Nonsectarian L1 explained, "At those weekly professional development meetings, we are often asked to sort of take the lead." Teachers reported the administration asked them to take the lead on professional development in areas of their individual strengths. Nonsectarian L1 also described the time as "targeted professional development." Nonsectarian L1 further explained the teachers used SMART goals to determine the professional development needs for this scheduled time. The teachers stated the professional development happened weekly, emphasized shared leadership, and targeted the needs of the teachers and students at the school.

Two of the three teachers interviewed in the private nonsectarian school also identified utilizing SMART goals for individuals as a growth structure developed by the school that they perceived to be effective in developing teacher efficacy. Nonsectarian H1 explained they had SMART goals and defined this practice as when teachers identified their own growth goals and set up a plan to accomplish that goal. Nonsectarian H1 also went on to explain SMART goals meant "specific, measurable, attainable, reachable, and time based." Teachers reported they determined their SMART goals and changed these goals when the teacher determined they had met the goal. Nonsectarian H1 explained this structure meant "you're constantly working on something." In addition, Nonsectarian L1 explained, "SMART goals are going on all the time." Teachers in the private nonsectarian school reported all the teachers had SMART goals that were constantly being discussed and worked on to help teachers continue to improve. Two of the three teachers interviewed identified SMART goals for teachers as a growth structure developed by the school that they perceived to develop efficacy in their specific school setting.

Two of the three teachers interviewed in the private nonsectarian school identified strategic design teams by subject as a growth structure developed by school leaders who they perceived to be effective in developing teacher efficacy. Nonsectarian M1 described the strategic design teams at the private nonsectarian school as teacher teams organized by subject area and consisting of teachers across grade levels. All teachers in the school belonged to a content specific strategic design team. Nonsectarian M1 explained the administration placed teachers on strategic design teams based on their areas of strength,

"acknowledging that people have different strengths and different things to share." Teachers reported the school leaders often charged the strategic design teams with creating professional development for the Wednesday professional development meetings focused around areas of need.

Two of the three teachers interviewed in the private nonsectarian school also identified observations of others as a growth structure developed by the school that the teachers perceived to be effective in developing teacher efficacy. Teachers reported they conducted observations of colleagues as a standard part of their school culture as teachers worked toward accomplishing their SMART goals. Nonsectarian H1 stated,

> Other teachers come into our classroom and observe us focusing on that goal, or we reach out to another teacher, and we say, 'Hey, this is my SMART goal I am working on, and I know you do a really good job with this. Can I come watch you do it?

Two teachers reported they often requested to observe each other and visit other classrooms. The administration provided guidance for the observations. Nonsectarian H1 explained, "We have observation forms that have specific key points that they want us to look for." Teachers identified observations of others as a growth structure developed by the private nonsectarian school that teachers perceived to develop efficacy in teachers.

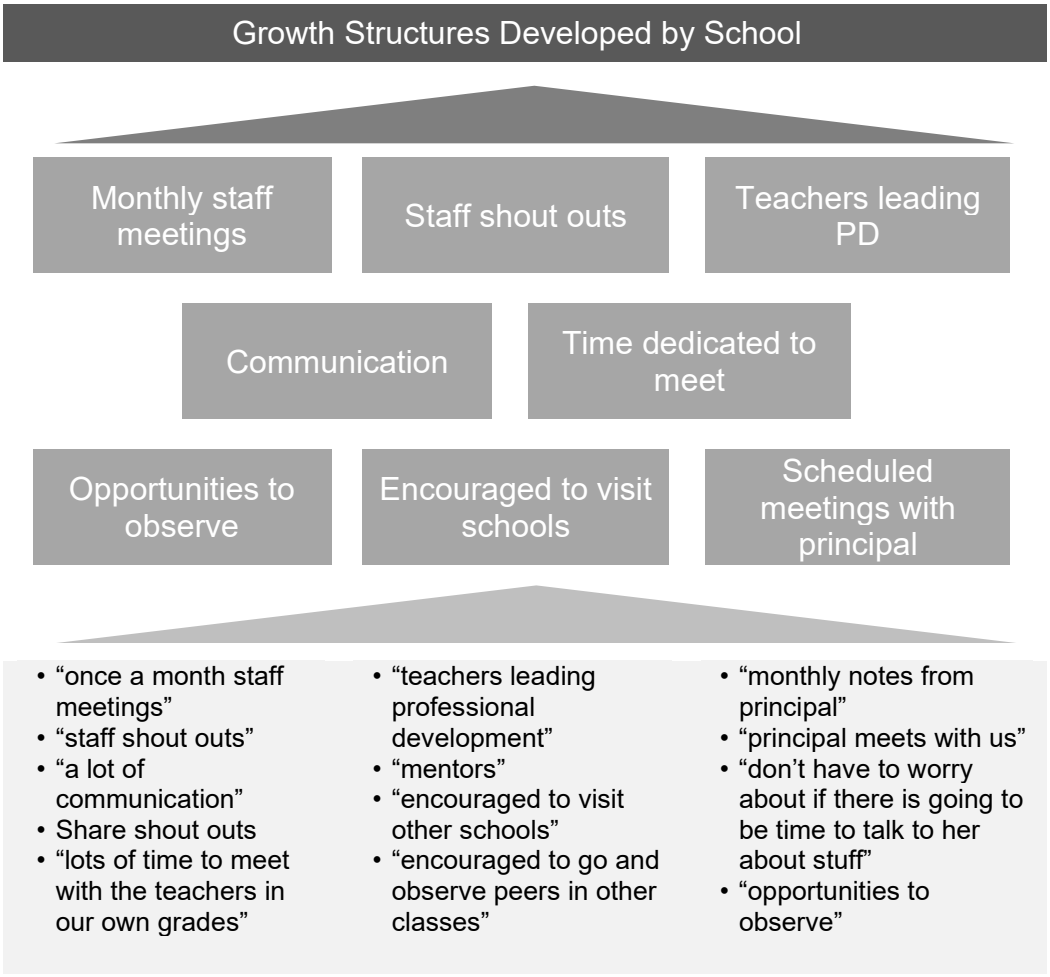
Through the coding of the interviews, I identified growth structures developed by the participating private nonsectarian school as a theme throughout the interview process with examples to support that theme. Teachers in the private nonsectarian school reported growth structures they perceived to be effective:

weekly professional development time, SMART goals for individuals, strategic design teams by subject, and observation of others.

Private Religious-affiliated School. In the coding of interviews from the private religious-affiliated schools, I also identified *growth structures developed by the school* as a theme and it provided support for Research Question 1 in explaining practices teachers perceived to be effective in efficacy development in their specific school setting (see Figure 3).

Figure 3

Private Religious-affiliated School Growth Structures Developed by School Excerpt of Coding in Theme Development



The excerpt from the larger coding chart shows the theme that deals directly with the *growth structures* in place in the school to support teachers' growth and development in the private religious-affiliated school, which teachers reported to impact their belief that they could make a difference in the lives of their students and aligns with Research Question 2.

Teachers in the private religious-affiliated school reported growth structures they perceived to be effective: communication, teacher observation (through classroom observations on and off campus), staff shout outs, time dedicated to important meetings (grade level and staff meetings), and scheduled meetings with the principal.

Four of the five teachers interviewed identified communication as an effective growth structure put in place by the private religious-affiliated school setting. Religious L2 explained their school had great "communication all the way around." In addition, Religious M2 went on to describe the principal's communication and said, "She communicates well, and she anticipates what we're going to ask and already has the answer." Religious L2 explained, "We have monthly notes from the principal." According to participant responses, the principal communicated through in person conversations, meetings, and writing. Throughout the interviews, teachers brought up the strengths of communication and how that helped them to feel better able to make a difference for their students.

Three of the five teachers interviewed in the private religious-affiliated school reported teacher observations as a growth structure developed by the school that they perceived to be effective in supporting efficacy development.

Religious M1 stated school leaders encouraged teachers "to go and observe things that peers are doing in other classes." In addition, Religious M1 explained school leaders encouraged teachers "to visit other schools and observe colleagues." Religious L1 explained teachers could go observe others "anytime we want to observe" and that was encouraged. Religious L2 also explained she has "several teachers that I go to when I am struggling" and they can talk through or observe each other to support. Religious M1 explained there still needed to be more work to make this growth structure more effective for teachers at the school due to the lack of coverage of classes for teachers to take time away from their classes. Teacher observations in the private-religious affiliated school consisted of both visiting peers on campus but also being encouraged to observe classrooms in other schools.

Two of the five teachers interviewed in the private religious-affiliated school also reported staff shout outs as a growth structure developed by the school that they perceived to be effective in supporting efficacy development. Religious M1 explained the private religious-affiliated school conducted the following:

> Things called shout outs, where he's encouraging us as a staff to say, 'Hey, I want to tell you about Mr. so and so or Mrs. so and so, and this something that they did that I thought was really amazing.'

The school administration provided shout outs, but they also encouraged teachers to provide shout outs to each other. Religious L1 explained teachers have dedicated time at staff meetings where they were encouraged to "give a shout out" to others. Religious M1 stated the administration encouraged staff members to initiate the shout outs, "encouraging us to essentially publicly, positively brag on

our colleagues." Teachers explained shout outs for the private religious-affiliated school occurred primarily in staff meetings. Religious M2 said, "In larger all staff meetings, we get an opportunity for shout outs where we get to share successes."

Three of the five teachers interviewed in the private religious-affiliated school also lauded time dedicated to important meetings. These meetings included both grade level meetings and monthly staff meetings. Teachers reported the private religious-affiliated school set aside time for the meetings the school deemed important. Teachers explained their school had dedicated time each week for meetings to occur for teachers to work collaboratively across their campus. Religious H1 stated school leadership gave teachers "lots of time to meet with the teachers and our own grades." Teachers and teams used these meetings to plan, gather materials, and support each other. Religious L2 also explained they had staff meetings once a month and time was dedicated to meeting together to discuss important topics. Teachers perceived this time dedicated in their schedules to have these important meetings as an effective growth structure.

Three of the five teachers interviewed in the private religious-affiliated school also reported scheduled meetings with the principal as a growth structure developed by the school that they perceived to be effective in supporting efficacy development. Teachers reported the principal scheduled regular meetings with individual staff members. Religious M1 explained in those meetings:

> [The principal will] go over kids that have specific issues and then ask if there's any other kids that I think have new specific issues and then kind of like in my situation because of what's happening with parents, go back over it and see if things were still moving smoothly in those situations.

In addition to the items determined by the principal, Religious M1 shared, "I'll kind of keep things, notes, or whatever so I don't have to go bother her, but I know that I can talk to her about those things and get help that I need." Teachers explained the benefit of regularly scheduled meetings with the principal. Religious M1 said, "I don't have to worry about is there going to be time to talk to her about that stuff." The principal scheduled the meetings in advance and informed the teachers.

I found teachers in the private religious-affiliated school identified growth structures developed by the school as something they perceived effective in efficacy development in their specific school setting. Teachers shared specific examples of the growth structures developed in their school. Teachers in the private religious-affiliated school reported growth structures they perceived to be effective: communication, teacher observation (through classroom observations on and off campus), staff shout outs, time dedicated to important meetings (grade level and staff meetings), and scheduled meetings with the principal.

Research Question 1 Summary of Findings. I developed Research Question 1 to identify what practices teachers perceived to be effective in the development of teacher self-efficacy in the elementary public school, private nonsectarian school, and private religious-affiliated school. Based on the interviews, I identified one consistent theme in each of the three school settings that explained the practices teachers perceived to be effective in the development of self-efficacy in their specific school setting: *growth structures developed by the school*. I found this theme to be consistent in all three schools. Though teachers in all three schools reported growth structures, each school implemented unique

growth structures, and all schools had clear growth structures in place that teachers perceived as effective in the development of self-efficacy in their specific school setting.

Research Question 2

What are teachers' perceptions of influential factors in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school setting?

I designed Research Question 2 to identify teachers' perception of the influential factors in the development of efficacy within their specific school setting (public, private nonsectarian, and private religious-affiliated). In the coding of the interview transcripts, I identified themes separately for each of the three schools to gain insights into teachers' perceptions for each individual school setting. I identified three themes for each of the school settings based on the interviews. Two of the themes from each school aligned to Research Question 2 and provided teachers' perceptions of influential factors in the development of teacher self-efficacy in their specific elementary school setting. In the public school, I identified *school culture of support and excellence* and *administration-driven professional growth* as the themes that responded to Research Question 2. In the private nonsectarian school, I identified *relationships* and *teacher-driven development* as the themes that respond to Research Question 2. In the private religious-affiliated school, I identified *leadership* and *team-driven development* as the themes that respond to Research Question 2.

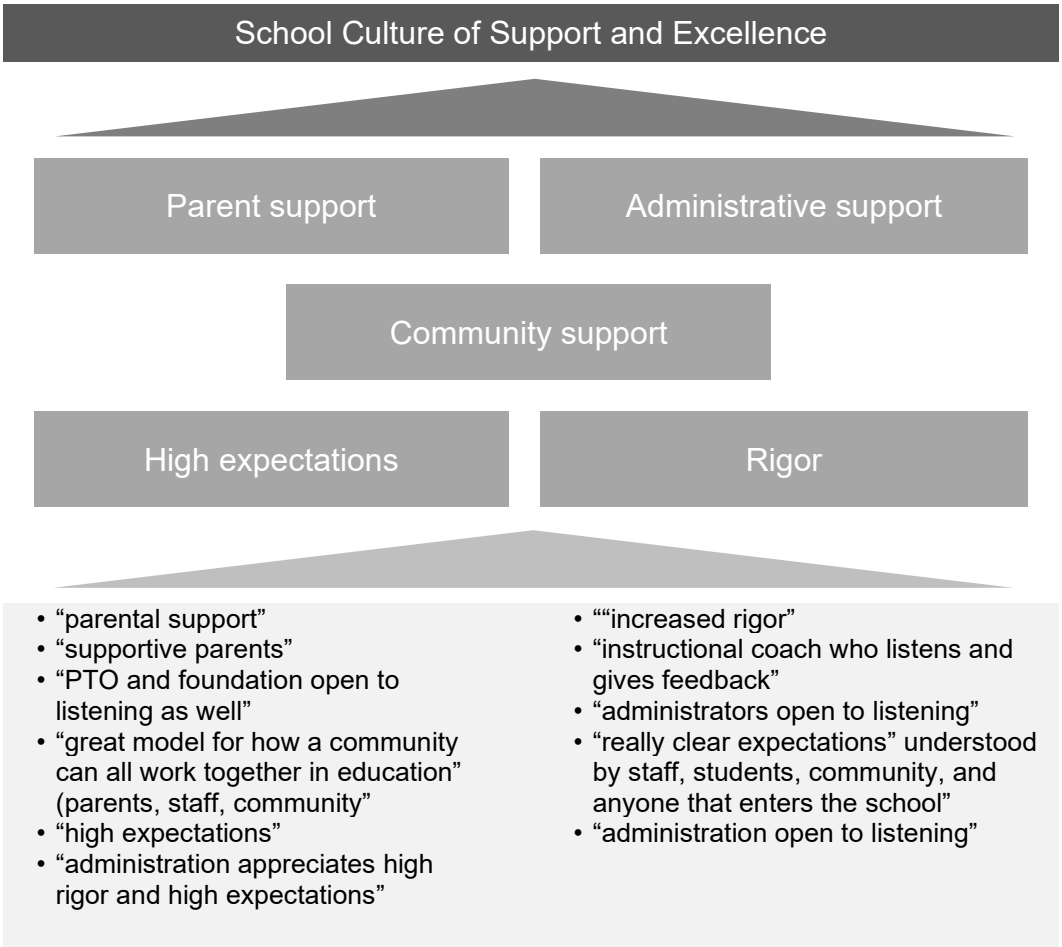
Public School

Teachers in the participating public school identified a *school culture of support and excellence* as an influential factor in teachers' perceptions of efficacy development in their specific school setting.

Culture of Support and Excellence. The theme *culture of support and excellence* only appeared in the participating public school interview coding. (see Figure 4).

Figure 4

Public School Culture of Support and Excellence Excerpt of Coding in Theme Development



All six teachers interviewed reported the culture of support and excellence I reported these variations in sections in which they appeared. Participating teachers reported the school culture of support and excellence was developed in several ways: parent support, administrative support, community support, and high expectations and rigor.

Teachers in the private religious-affiliated school reported growth structures they perceived to be effective: communication, teacher observation (through classroom observations on and off campus), staff shout outs, time dedicated to important meetings (grade level and staff meetings), and scheduled meetings with the principal.

Through coding the interviews, I identified parent support as a factor teachers perceived to be influential in efficacy development for the public school setting. Four of the six teachers interviewed reported the parents in the school played a role in supporting the work they do each day. Public H2 explained they have "continuous contact" with parents in their school. Public M2 stated contact occurred because "parents are supportive." Public L1 explained, "We have good parent involvement, which is not common in a lot of elementary schools." Teachers reported the support of parents allowed the school to be more successful. Public H2 went on to explain dealing with any issues in the school became more successful because "parents are super involved" and the school feels like a "community school." Teachers perceived parent support as an influential factor in their self-efficacy and shared the parents supported teachers daily through both positive and negative situations.

All six teachers interviewed in the public school also reported they perceived administrative support as influential in efficacy development as an element of a school culture of support and excellence. Public H1 described her administration as the "best admin team I've ever worked with." The teachers portrayed the administrative team as supportive of the teachers in the school. Public L1 explained the teachers felt "very well supported by our admin and the leaders, which helps to make the school feel a lot better." Teachers also reported the administration listening to teacher input and providing feedback to teachers was supportive. Public M2 explained "administration is open to listening" to teacher input and that administration "will ask us what we need and want from a professional development standpoint." She explained teachers had the ability to give input. Public L2 described "immediate feedback from administration and opportunities are offered to follow up and discuss what's going on in your classroom." Public M1 perceived this type of support and perspective from administration as valuable in solving problems that arose. Public H2 explained the administrative team included "an instructional coach who listens and gives feedback." Not all teachers; however, shared consistent opinions about receiving feedback from administration. Public H2 explained the administration provided feedback but "not everyone is on the same page with receiving feedback." Public L1 also described the administration as supportive but saw potential benefit in providing more information to teachers about the supports available when they begin working at the school. Public L1 explained it would be beneficial to let people know "the supports in place versus having to kind of like figure it out and find them for yourself." Though participants perceived the administration

supported teachers by listening to them and providing feedback, the receptiveness of teachers to that feedback, the perceived quality of communication, and teachers' perceptions of support varied.

Through the theme of *school culture of support and excellence* that I identified through the coding of interviews from the public school setting, community support surfaced as a factor that teachers perceived to be effective in efficacy development in their specific school. Public L2 described the public school setting as "very community oriented" where "parents, staff, students, and community were all working together to bring around a great education to the students in our school." Public L1 explained, "We have a great community around us that supports us really well." Teachers described the community as involved in the school in ways that supported the school and the teachers. Public L2 explained this support came from parents and "even people who don't have kids at the school anymore." Public L2 also described the school as a "great model for how a community can all work together to give kids incredible opportunities and a great education." Reporting a very engaged parent teacher organization, Public M2 described the PTO as "open to hearing ideas from teachers as well" so they can all work together as a team to better the school. Three of the six teachers interviewed reported they perceived this support from the community as an influential factor in teacher efficacy.

Three of the six teachers interviewed also perceived the high expectations and rigor in the school as influential factors in their efficacy development. Public L2 explained, "We have had a high level of academic performance for a very long time." Teachers reported parents, administration, and teachers valued the high

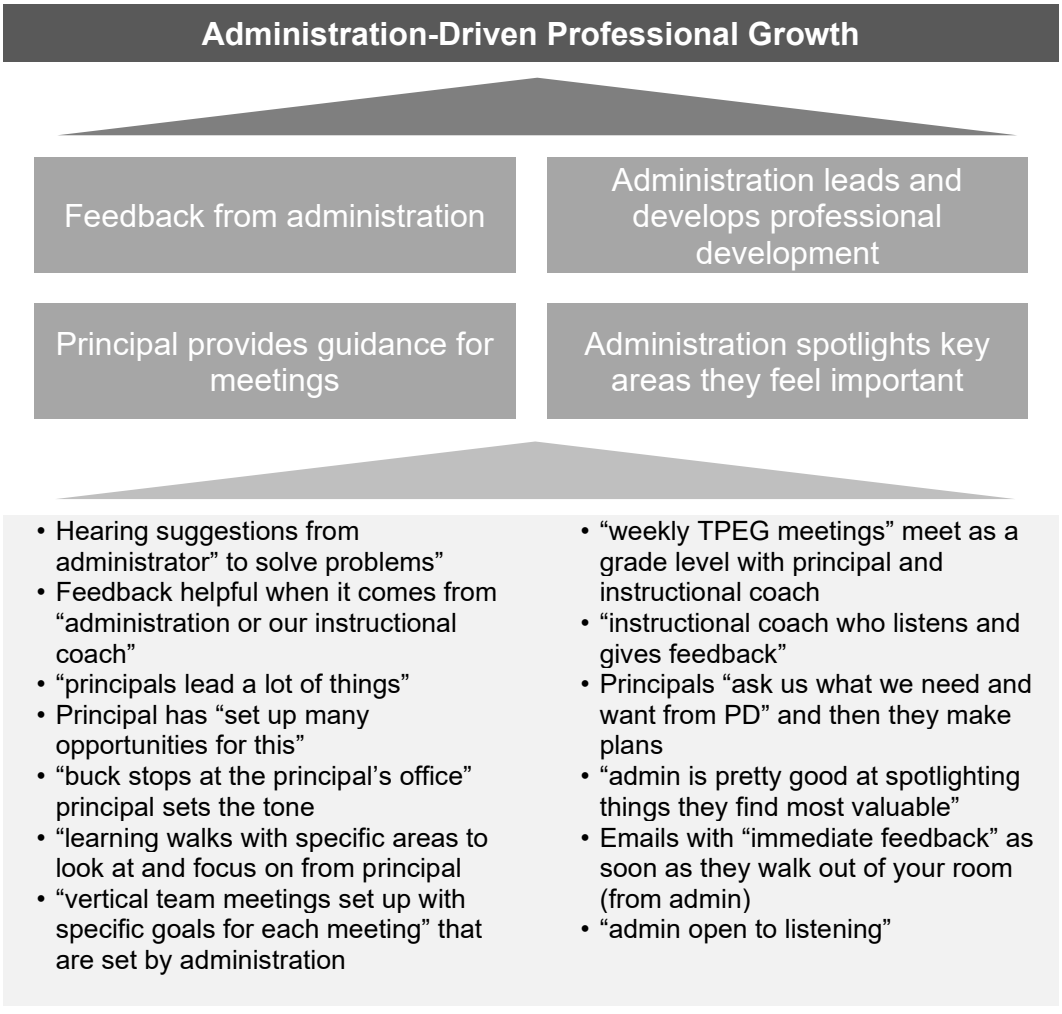
expectations and rigor. Public M2 stated, “The parents are supportive of pushing and having increased rigor.” Public M2 went on to explain, “I definitely think administration appreciates high rigor and high expectations.” On the other side of the high expectations and rigor, teachers reported difficulty in continuing to meet those expectations. Public L2 said, “It is hard to rise to that level every single year.” Public L2 went on to explain, “We can always change to make ourselves a little bit better, but that comes with sacrifices of time somewhere else.” Teachers reported the culture of high expectations and rigor as a factor they perceived to support their efficacy development, but the teachers also reported challenges with those expectations as well.

Administration-Driven Professional Growth. I identified two themes from the public school within the data to support Research Question 2. The second theme came from the teachers in the participating public school identifying *administrative-driven professional growth* as an influential factor in teachers’ perceptions of efficacy development in their specific school setting. Teachers in the high, medium, and low efficacy levels reported the culture of support and excellence, while there were a few variations in their level of efficacy developed from each. I reported these variations in sections in which variations appear.

Participating teachers reported administration-driven professional growth developed in several ways: feedback and spotlights of important areas and administration leads and develops professional development in addition to providing guidance for meetings (see Figure 5).

Figure 5

Public School Administration-Driven Professional Growth Excerpt of Coding in Theme Development



The public school teachers reported a *culture of administration-driven professional growth*. Three of the six teachers interviewed in the public school

setting stated the school administration drove professional growth through the way the administration provided feedback and spotlighted key areas they felt important. Teachers in the public school setting reported feedback on their teaching came primarily from administration. Teachers reported the administration visited classrooms throughout the school and provided feedback to teachers based on their observations. Public L1 explained administration sent "emails that shoot out right when they leave your classroom." These emails provided "immediate feedback" (Public L1). Public M1 explained it was helpful "hearing suggestions from the administration" on issues they see in your classroom of which you may not always be aware. Through the feedback from administration, teachers reported administration spotlighted what was most important to them to guide growth in the school. Public L1 stated, "Admin is pretty good at spotlighting the things they find most valuable and pulling them out." Public H2 explained, "Not everyone is on the same page with productive comments and growing from mistakes." The administration provided feedback to teachers within the school to drive their professional growth and teachers reported this as an influential factor in their efficacy development as they understood the administration's goals and expectations.

Three of the six teachers interviewed in the public school also reported administration led and developed professional development in addition to providing guidance for meetings. The teachers reported this as an influential factor in their efficacy development. In the public school setting, teachers explained the administration developed and led a majority of the professional development that occurred in the school. Public L2 explained, "Principals do lead

a lot of things." The teachers reported administration also sought guidance on what teachers felt was beneficial in the planning process. Public M2 explained the administration "will ask us what we need and want from a professional development standpoint." In addition to planning and leading professional development, the teachers reported the administration guided their team meetings. For example, Public H1 explained vertical team meetings have "specific goals" established by the administration. The administration provided groups with goals for meetings to ensure they addressed specific areas of refinement in the school. Public H1 explained she believed "the buck stops at the principal's office" and the principal guided the growth and culture in the building. Teachers reported the administration developed and led the professional growth development while also providing guidance for meetings.

The teachers in the participating elementary public school reported two themes through the interviews that they perceived to be effective in developing efficacy in their specific school setting. Teachers identified a *culture of support and excellence* was present in the school and teachers perceived this to be effective in efficacy development. Teachers also reported *administration-driven professional growth* was perceived to be effective in efficacy development. Teachers in the elementary public school provided specific examples of each that allowed a better understanding of the efficacy development in their specific school setting.

Private Nonsectarian School

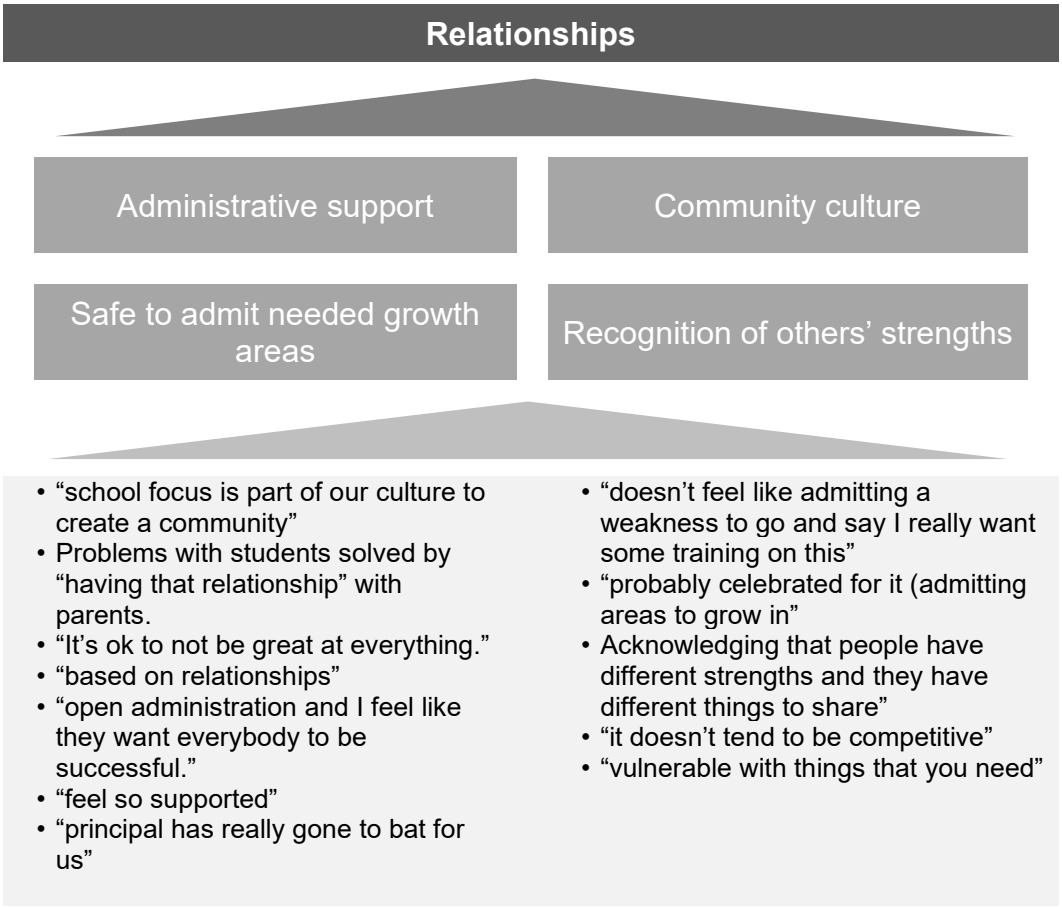
I coded the interviews for the private nonsectarian participants and three themes emerged. Two themes responded to Research Question 2: *relationships*

and *teacher-driven development*. I interviewed teachers with high, medium, and low efficacy. Teachers from all three efficacy levels responded with similar responses and identified similar consistent themes.

Relationships. I identified *relationships* as the first theme derived from participant interview responses related to Research Question 2 (see Figure 6).

Figure 6

Private Nonsectarian School Relationships Excerpt of Coding in Theme Development



Relationships included several key areas in the private nonsectarian school: administrative support, community culture, safe to admit needed growth areas, and recognition of other's strengths.

In the theme of *relationships*, all three teachers interviewed in the private nonsectarian school identified administrative support as an influential factor in efficacy development for their specific elementary school. Providing an example of how the teachers felt supported by the administration, Nonsectarian L1 explained, "I feel like our principal is super supportive." Nonsectarian M1 provided another example, explaining the school had an "open administration that I feel they want everybody to be successful." Nonsectarian L1 explained the principal "always looks at things as a teacher first," which helped teachers to feel supported. The administration also showed support of teachers through regular meetings. Nonsectarian L1 explained teachers met with the administration each quarter "for kind of a check in." Nonsectarian H1 felt importance in the fact that "they set aside time to let us do that." Finally, teachers reported administrative support extended to admitting mistakes or areas of growth. Nonsectarian M1 explained the administration did not punish teachers for admitting mistakes or areas of growth, but instead the administration "probably celebrated [the teachers] for it." Teachers identified administrative support as an area of relationships that impacted teacher self-efficacy development in their specific school setting.

Two of the three teachers interviewed in the private nonsectarian school also identified community culture as something teachers perceived as effective in efficacy development for the teachers in their specific elementary school. Nonsectarian H1 explained the "school focus is to create a community." Nonsectarian M1 described the community focus meant "we're based on relationships." The teachers in the school reported working together as a team to grow and develop. For example, Nonsectarian M1 described the culture with

teachers “doesn’t tend to be competitive.” Teachers identified this community culture as an influential factor in efficacy development.

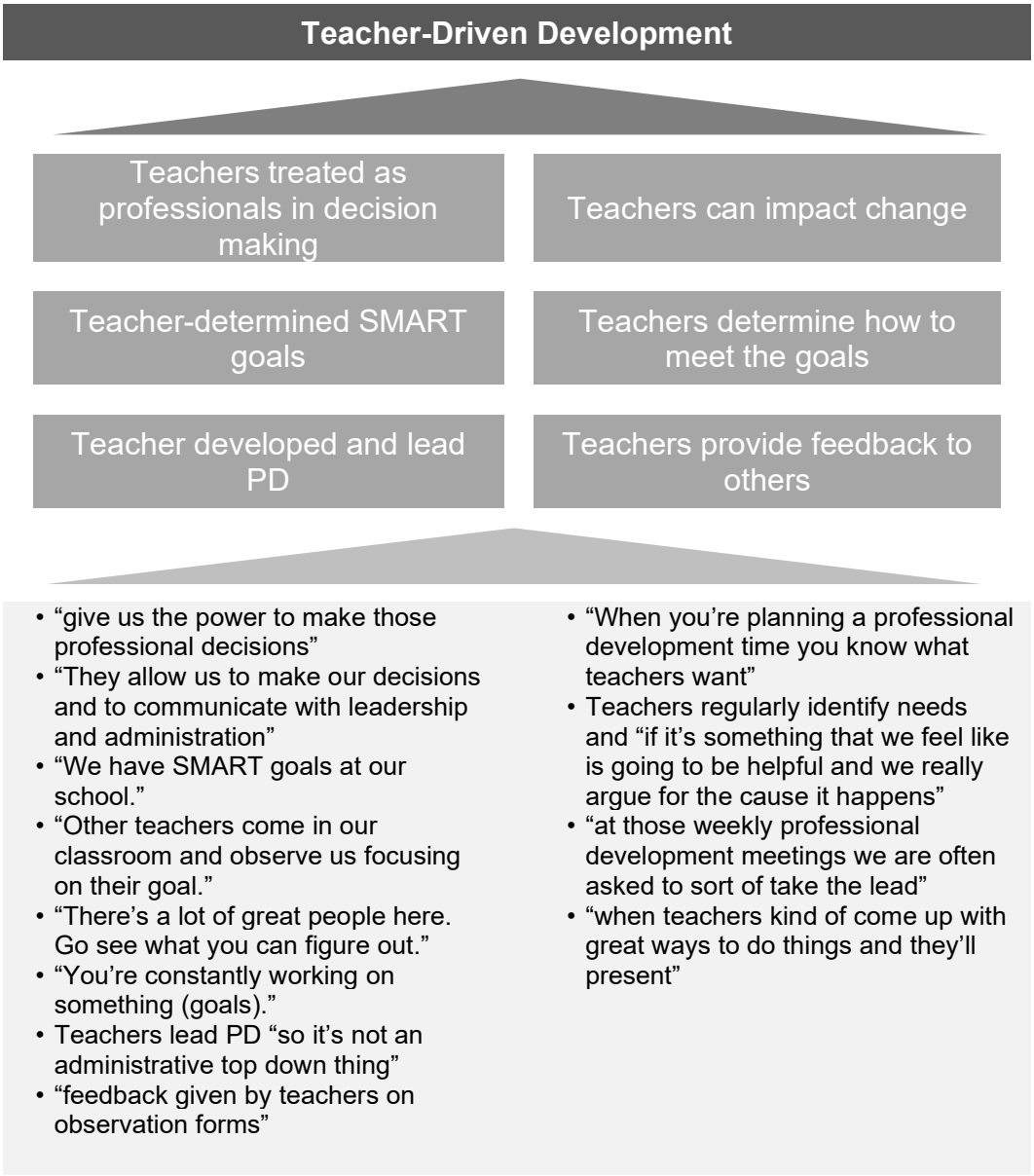
Two of the three teachers interviewed in the private nonsectarian school also identified safety in admitting needed growth areas as a factor teachers believed to support efficacy development in their school. Nonsectarian M1 stated the school normalized, “being able to be vulnerable with things that you need.” For example, Nonsectarian M1 said, “It doesn’t feel like admitting a weakness to go and say I really want some training in this.” Nonsectarian H1 said, “It’s ok to not be great at everything. Go watch somebody.” Nonsectarian H1 explained when using SMART goals, the teachers felt normal in making statements like, “Hey, this is my SMART goal that I’m working on, and I know you do a really good job with this. Can I come in and watch you do it?” Teachers explained admitting areas of needed growth was the standard at their school.

Two of the three teachers interviewed in the private nonsectarian school also perceived the recognition of others as supportive of efficacy development. For example, Nonsectarian M1 said, “Acknowledging that people have different strengths, and they have different things to share. So, we present on a rotating basis.” Teachers explained the administration recognized teachers for their individual strengths and asked them to share those. Nonsectarian L1 explained, “When teachers come up with great ways to do things, they’ll be asked to present.” Teachers expounded being recognized for their strengths supported the relationships in their school and was perceived by the teachers as an influential factor in self-efficacy development for the teachers.

Teacher-driven Development. Through coding the interviews from the private nonsectarian school, I identified *teacher-driven development* as the second theme that supported Research Question 2 (see Figure 7).

Figure 7

Private Nonsectarian School Teacher-Driven Development Excerpt of Coding in Theme Development



As with the other theme for the private nonsectarian school, responses did not vary relative to the teachers' efficacy levels (high, medium, low). but all responses aligned on the same themes. Teachers identified several factors influencing *teacher-driven development* in the private nonsectarian school: teachers were treated as professionals and impact change, teachers determined their own SMART goals and how to meet them, teachers developed and led professional development, and teachers provided feedback to others.

Two of the three teachers interviewed perceived teachers were treated as professionals and could impact change at the participating private nonsectarian school. According to Nonsectarian H1, "They allow us to be the professionals." Nonsectarian H1 went on to explain, "They allow us to make our decisions and to communicate those with leadership and administration. They give us the power to make those professional decisions." Teachers explained they had a voice in decision making processes, which allowed them to feel like professionals. For example, Nonsectarian M1 stated,

> We identify those things (that need to be changed or worked on) pretty regularly and for the most part, if it's really something that we feel like is going to be helpful and we really argue our cause, it usually happens.

Teachers identified being able to make their own decisions and have input in the decision-making process enabled them to feel treated like professionals. This empowered teacher-driven development, which the teachers perceived to be influential in self-efficacy development in their specific elementary school setting.

Teachers also identified their ability to develop their own SMART goals and identify how to meet that goal as factors that created teacher-driven

development. The teachers at the private nonsectarian school explained they all had SMART goals to work on. Nonsectarian H1 elucidated, “That means specific, measurable, attainable, reachable, and time based.” Teachers explained they felt trusted to identify the SMART goal and the amount of time spent on that SMART goal. Nonsectarian H1 described, “We find an area that we want to grow in or we want to learn more about.” Nonsectarian H1 further explained, “If we have that same SMART goal for a year, that’s fine.” According to Nonsectarian L1, “We all have SMART goals going on all the time.” The teachers described the SMART goals as a teacher-driven continuous growth process. Nonsectarian H1 went on to say, “They want us to meet it, master it, and move on to another one.”

Each of the three teachers interviewed in the private nonsectarian school developed and led their own professional development, which supported the theme of teacher-driven development. Teachers perceived this to be an influential factor in the self-efficacy development of the teachers in their school. Speaking of professional development, Nonsectarian M1 said, “It’s not an administrative top-down thing.” Nonsectarian L1 stated, “At those weekly professional development meetings, we are often asked to sort of take the lead.” Nonsectarian M1 explained teachers saw the school as good at “acknowledging that people have different strengths, and they have different things to share.” Teachers identified leading professional development had benefits for them as educators. For example, Nonsectarian L1 saw “just seeing how people use some of those different tools” as helpful. In addition, teachers explained other educators had an understanding of the needs of teachers. Nonsectarian M1 stated, “When you’re planning professional development time, we’re cognizant of what we want to

give, something they can use, and I don't want to waste their time." Teachers identified planning and leading professional development as an example of teacher-driven professional growth at the school.

Two of the three teachers interviewed in the private nonsectarian school also explained they had the opportunity to provide feedback to others in their private nonsectarian school. The teachers stated teachers commonly visited other classrooms or to asked someone to visit their classroom. Nonsectarian H1 explained based on their SMART goals, "We have other teachers come into our classroom and observe us focusing on that goal." The teachers provided feedback, ideas, and suggestions to each other through this process. Nonsectarian L1 said teachers observe other teachers and "look for suggestions." In addition, Nonsectarian L1 stated, "When we observe, there's kind of feedback that we give on the observation form." Teachers explained not only administrators gave feedback in the school, but teachers provided feedback to each other as well, which further enabled the teacher-driven development that teachers perceived as an influential factor in teacher self-efficacy development in their private nonsectarian school.

The teachers in the participating elementary private nonsectarian school reported two themes through the interview process that responded to Research Question 2. Teachers identified *relationships* as an influential factor that teachers perceived to impact efficacy development in their school. Teachers also explained *teacher-driven development* was perceived to impact efficacy development in their school. Teachers from the high, medium, and low efficacy levels reported similar influential factors perceived to develop efficacy.

Private Religious-affiliated School

I identified three themes in the coding of the private religious-affiliated school transcripts. I identified two of those themes that responded to Research Question 2 and identified teachers' perceptions of influential factors in efficacy development in their specific elementary school setting. I identified *leadership* and *teacher driven development* as the two themes in the private religious school that align with Research Question 2.

Leadership. First, through the interview process, teachers in the elementary private religious-affiliated school identified *leadership* as a factor teachers perceived to be influential in efficacy development in their specific school. Using evidence from teacher interviews, I identified several areas of leadership that participants perceived to be influential factors in efficacy development in their private religious-affiliated school: trust in leadership, good communication, and administrative support and time (see Figure 8).

Figure 8

Private Religious-affiliated School Leadership Excerpt of Coding in Theme Development

In the theme of leadership in the private religious-affiliated school, I identified trust in leadership as a factor teachers perceived to be influential in efficacy development. Four of the five teachers interviewed from the private religious-affiliated school described trust in the administration of their school. Religious M2 explained, “We adore our principal because she does not play favorites.” Religious L2 added to that and explained, “You’re never afraid because she’s always so affirming.” Religious L2 reported the administration was “exceedingly patient.” Teachers explained they trusted school leadership because school leaders valued the expertise and ideas of the teachers. For example, Religious M2 explained, “We all come together and talk about what can change and our voices are heard.” Teachers explained they have trust in the administration to listen to the ideas and needs of the teachers. Religious L1 described “great trust with our leaders and teachers.” Teachers also reported administration did not have to be the one always leading. Religious M1 explained administration was “willing to share the stage.” Religious M1 went on to explain the administration does “not feel like she has to be the final authority on all things, which I think engenders a culture of willingness to share expertise and its encouraging people to step forward and share expertise.” Teachers in the private-religious affiliated school reported trust in the administration as a factor they perceived to be influential in efficacy development for their specific school setting.

Three of the five teachers interviewed in the private religious-affiliated school also identified good communication as a part of the theme of leadership in the private religious-affiliated school that teachers perceived as influential in

efficacy development. Religious M2 described “a lot of communication” at their school from administration and that the administration “communicates very well.” Religious M2 stated the principal, “anticipates what we’re going to ask and already has the answer.” In addition to frequent communication, teachers reported the quality of the communication from administration and the value for teachers. For example, Religious L2 explained the administration sends “monthly notes from the principal and she organizes us and reminds us.” The teachers reported the frequency and quality of communication as an influential factor teachers perceived to be effective in the development of self-efficacy of the educators in the private religious-affiliated school.

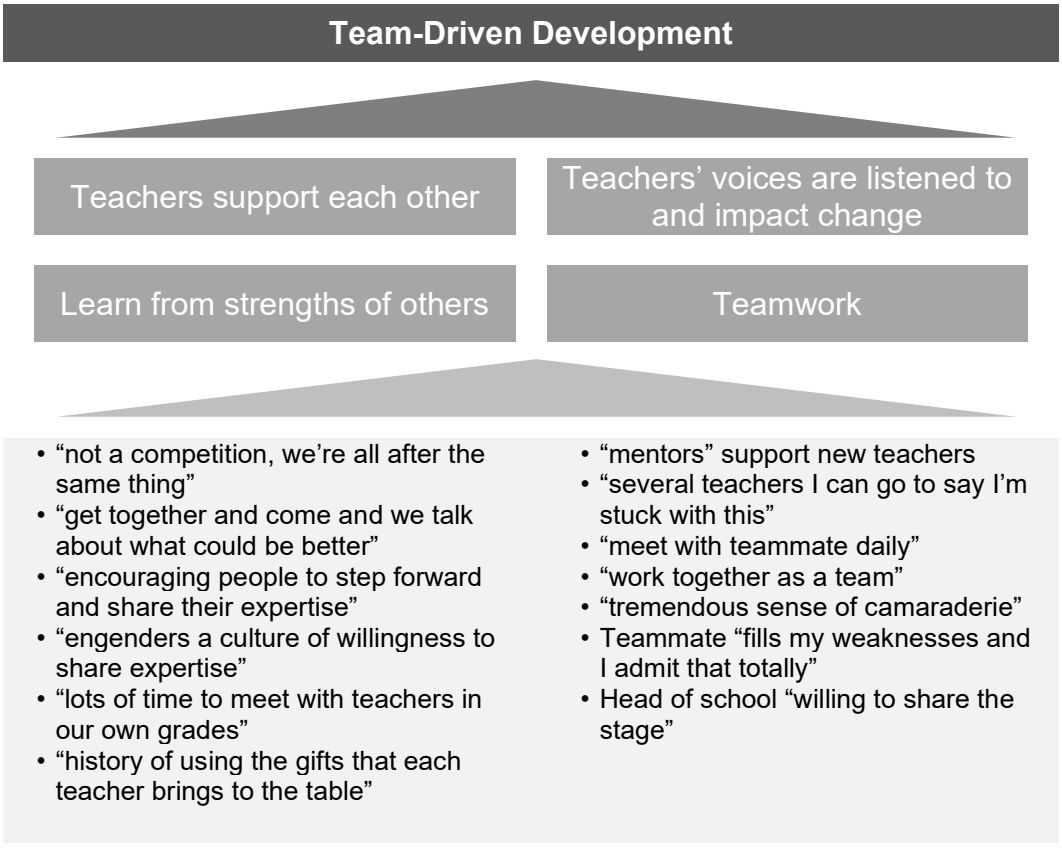
In the theme of leadership in response to Research Question 2, four of the five teachers interviewed identified administrative support and time as an influential factor teachers perceived effective in the development of self-efficacy in their private religious-affiliated school. Religious H1 described “a ton of support from my principal and assistant principal.” Religious L1 stated the teachers have the “full backing of our principals.” Religious M2 explained the administration will “go to the end of the Earth for their teachers.” Teachers reported they felt support through the time the administration dedicated to teachers. When speaking of the principal, Religious L2 stated, “She’s accessible. She’s available.” Teachers explained the principal scheduled regular meetings with teachers. Religious H1 stated, “I don’t have to worry about is there going to be a time to talk with her about that stuff.” Religious H1 went on to explain they “keep a list of things to talk about” and then have the opportunity discuss in an individual meeting. Teachers also reported the administration listened to their

ideas. For example, Religious M2 stated, “We all come together and talk about what can change, and our voices are heard.” Teachers reported administrative support and time as an influential factor in their perceptions of efficacy development in the private religious-affiliated school.

Team-driven Development. I identified *team-driven development* as the second theme developed through the coding of the private religious-affiliated school interview transcripts that aligned to Research Question 2 (see Figure 9).

Figure 9

Private Religious-affiliated Team-Driven Development Excerpt of Coding in Theme Development



Teachers reported various ways their private religious-affiliated school accomplished *team-driven development*: teachers support each other/teamwork, teachers' voices are listened to and impact change, and they learn from the strengths of others in their school (see Figure 9). I selected teachers from high, medium, and low efficacy levels from each participating school to provide perspectives from all efficacy levels. The private religious-affiliated school individuals interviewed from the high, medium, and low efficacy levels reported similar perceptions of influential factors in the development of self-efficacy in their specific school setting.

Under the theme of *team-driven development* in the elementary private religious-affiliated school, teachers identified teachers' support of each other and teamwork as factors they perceived as influential in the efficacy development of teachers. Religious M2 stated, "We're a close-knit family." Religious L1 added the school developed a "tremendous sense of camaraderie." The teachers reported working closely with each other for the good of their students. Religious L1 elaborated, "It's not a competition. We're all after the same thing." For example, if teachers needed help, Religious M2 explained teachers "go to other teachers to get ideas." Some teachers reported teams meeting daily. Religious L2 stated her teammates "meet daily just to touch base." Religious M1 reported teachers understood "the continuity of what we do is so important" and, therefore, worked closely together across the campus. How teachers mitigated the challenges of the COVID-19 pandemic provided an example of the ways the teachers at this private religious-affiliated school worked together. Religious L1 explained during Covid, "We all came together and said, OK, we can get this done". Religious L1 stated

teachers said, “We may not know exactly how we’re going to do it, but listen we’re going to put this person on it and this one on that.” The teachers at the private religious-affiliated school explained teamwork and teachers supporting each other as factors influencing teacher self-efficacy development.

In the theme of *team-driven development*, three of the five teachers interviewed in the private religious-affiliated school identified teachers’ voices were listened to and impacted change at the private religious-affiliated school. Teachers communicated the principal took time to meet with them, talk with them, and identify their needs. Religious L2 described the administration as “She’s accessible. She’s available.” When asked what the school could do differently to develop efficacy in educators at their school, Religious M2 explained, “We all get together, and we talk about what could be better or what changes can be made and if it falls in the guidelines of what the school mission is and we have that opportunity.” For this reason, M2 explained teachers’ voices were listened to and teachers perceived any needs teachers identified would be addressed.

Four of the five teachers interviewed identified they learned from the strengths of others in the school. Teachers perceived learning from the strengths of others as influential to the self-efficacy development in their specific elementary school. Religious L1 explained a “history of using the gifts that each teacher brings to the table.” Teachers explained teachers learn from each other in multiple ways. For example, Religious M1 explained teachers were “encouraged to go and observe our peers in other class.” Religious H1 also stated “teachers lead professional development.” Religious M1 explained the administration being

"willing to share the stage" fostered the culture of teachers supporting each other. Religious M1 explained this "engenders a culture of willingness to share expertise, and it's encouraging people to step forward and share their expertise." Finally, teachers expressed they learned from their teammates as well. Religious L2 explained she met regularly with her teammate and "she fills in my weaknesses, and I admit that totally and I hope I'm able to for her too." Teachers reported feeling safe going to others to learn from their experiences and expertise. Religious L2 stated, "I have several teachers I can go to and say, 'I'm stuck with this, help out.'" Teachers in the private-religious school reported learning from the strengths of others as an influential factor perceived by teachers as effective in teacher self-efficacy development of educators in their specific school setting.

I identified two themes in the elementary private religious school that responded to Research Question 2. Teachers reported *leadership* and *teacher-driven development* as influential factors they perceived to impact teacher efficacy. The teachers reported specific examples of leadership and teacher-driven efficacy in their specific school setting. Teachers from high, medium, and low efficacy levels reported these themes as influential factors perceived to impact efficacy development in their specific school setting.

Research Question 2 Summary of Findings. Research Question 2 was designed to identify teachers' perceptions of influential factors in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school. Through the coding of interviews for each individual school, I identified unique themes for each school that provided information regarding what teachers perceived to be influential factors

in the development of teacher self-efficacy in their unique school setting. In the public school, I identified the themes of *school culture of support and excellence* and *administrative-driven professional growth* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school. In the private nonsectarian school, I identified the themes of *relationships* and *teacher-driven development* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school. In the private religious-affiliated school, I identified the themes of *leadership* and *team-driven development* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school.

Summary of Results

I developed this qualitative, basic interpretive study to investigate teachers' perceptions of efficacy development in public and private elementary schools to develop a deeper understanding of teachers' perceptions of efficacy development in those unique school settings. For this study, I divided private schools into private nonsectarian and private religious-affiliated schools and three individual schools participated in this study: public, private nonsectarian, and private religious-affiliated. I reported the TSES results for the individuals who completed the TSES for each of the three schools. I found each of the three schools had similar results on the TSES. I used the TSES data to identify participants from each school in the high, medium, and low efficacy range to interview. The interview transcripts for each individual school were coded separately to develop themes from the interviews.

I developed Research Question 1 to identify what practices teachers perceived to be effective in the development of teacher self-efficacy in the elementary public school, private nonsectarian school, and private religious-affiliated school. Based on the interviews, I identified one consistent theme in each of the three school settings, which explained the practices teachers perceived to be effective in the development of self-efficacy in their specific school setting: *growth structures developed by the school*.

Research Question 2 was designed to identify teachers' perceptions of influential factors in the development of teacher self-efficacy in their elementary public school, private nonsectarian school, and private religious-affiliated school. In the public school, I identified the themes of *school culture of support and excellence* and *administrative-driven professional growth* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school. In the private nonsectarian school, I identified the themes of *relationships* and *teacher-driven development* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school. In the private religious-affiliated school, I identified the themes of *leadership* and *team-driven development* as influential factors teachers perceived to be effective in the development of teacher self-efficacy in their school. In Chapter V, I provided recommendations and implications for future research based on the data collected in this qualitative basic interpretive study investigating teachers' perceptions of efficacy development in elementary public and private schools.

Chapter V: Conclusions and Recommendations

I developed this qualitative, basic interpretive study to investigate teachers' perceptions of efficacy development in public and private elementary schools. In 2018, a reported 10% of U.S. students attended private school and 78% of those attending private schools attended a private religious-affiliated school with the remaining 22% attending nonsectarian schools (Taie & Goldring, 2020). For this reason, I divided the two participating private schools into a private nonsectarian school and private religious-affiliated school; therefore, three individual schools participated in the study: a public school, a private nonsectarian school, and a private religious-affiliated school. I reported the results separately for each of the three participating schools to provide the perceptions of efficacy development in each unique school setting. At the completion of the data analysis, I identified conclusions of the study, implications for practice and research, and recommendations for future research. The purpose of this qualitative, basic interpretive study was to investigate teachers' perceptions of efficacy development in elementary public and private schools.

Discussion

I designed the study because researchers identified the benefits of teacher efficacy in the areas of job satisfaction (Klassen, 2010; Tschannen-Moran & Barr, 2004; Viel-Ruma et al., 2010), teacher retention (Klassen, 2010; Klassen et al., 2010; Reaves & Cozzens, 2018; Tait, 2008; Viel-Ruma et al., 2010; Yost, 2006), and student achievement (Gaziel, 2014; Goddard et al., 2004; Klassen, 2010; Klassen et al., 2010; Ross et al., 2004; Rubie-Davies et al., 2006; Skaalvik & Skaalvik, 2019); however, the findings from recent research suggested a lack of

understanding of teacher efficacy across unique school settings (Mosoge et al., 2018; Powell & Gibbs, 2018). I developed this study to address the statement of the problem by adding to the body of research regarding teacher efficacy development in unique school settings. Through the study, I contributed to the body of research on teacher efficacy development in unique school settings by providing teachers' perceptions of efficacy development in an elementary public, a private nonsectarian, and a private religious-affiliated school. In Chapter I, I also explained the significance of the study in supporting teacher retention in all unique school settings by researching effective efficacy development, which impacts teacher retention rates, in unique school settings. Through the data collection and data analysis for the study, I have gained insights from each of the unique elementary school settings that add to the body of research on teacher efficacy development in unique school settings.

I designed the research questions of the study to accomplish two goals. First, I identified what practices teachers perceived to be effective in their elementary public, private nonsectarian, and private religious-affiliated school settings. Second, I identified teachers' perceptions of influential factors in the development of teacher self-efficacy in their elementary public, private nonsectarian, and private religious-affiliated school settings. In Chapter IV, I reported specific practices implemented in each school that participants identified to be impactful by participants in the development of efficacy. I also reported the unique themes for each unique school setting when investigating teachers' perceptions of influential factors in the development of self-efficacy in their unique school setting.

As I developed the study, I began by using the work of Bandura (1977) as the theoretical framework for the study. Bandura (1977) identified four key efficacy developing categories through his years of research: performance experience, vicarious experience, verbal persuasion, and affective state. With the assumption that those categories did impact efficacy development, I developed the interview questions based on these four efficacy-developing categories to gain insights into the efficacy development at each school. Through using the interview questions based on the efficacy development categories of Bandura (1977), I developed conclusions from this study.

Prior to the interviews, I used the TSES to identify efficacy levels of teachers to select participants from each school in the high, medium, and low efficacy ranges to provide a broad perspective of teachers' perceptions of efficacy development. Though the purpose of the study was not to compare the TSES scores, I did report the scores from each school. The average TSES score for the public, private nonsectarian, and private religious schools were similar. Despite different perceptions of efficacy development in each of the participating schools, I determined participants in the three participating schools had similar average efficacy levels.

Though efficacy levels in each of the three participating schools (public, private nonsectarian, and private religious-affiliated) were similar, the teachers in each school identified different efficacy developing methods they perceived to be effective in their unique school setting. I found, based on the qualitative data derived from the teacher interviews, the administration drove the efficacy development practices in the public school. The public school teachers identified

the administration in the school, though identified as supportive, primarily executed the efficacy development strategies, and drove the growth in the school.

In contrast, teachers in both private school settings reported the teachers themselves provided the driving force for the growth in their schools. I identified similar efficacy levels in all three participating schools, but different driving forces behind their growth structures: administration-driven versus teacher/team-driven. I believed both public and private school settings would benefit from learning from the efficacy development practices in public and private school settings. Public school leaders could learn from the efficacy development practices in the private schools to increase teacher efficacy in their schools by incorporating development strategies driven by the teaches of the school. Additionally, private school leaders could learn from the efficacy development practices in public school by incorporating development practices that benefit from administrative expertise. These approaches can co-exist and create more synergistic and effective teacher development approaches for all school settings.

From this study, I also found teachers in the high, medium, and low efficacy levels all identified positive steps taken by their school, both public and private schools, toward developing efficacy. All teachers in the school explained an understanding of efficacy development practices in the school despite having different levels of efficacy. Teachers understood the efficacy development practices in place in their school setting, but they were not all at the same efficacy level. This indicated regardless of the teachers' perception of the self-efficacy, they can recognize and benefit from school-level efforts; therefore, administrators

can know efficacy development efforts appeared to have an impact regardless of a teachers' individual perception of their self-efficacy.

Implications for Practice

I developed this qualitative, basic interpretive study to investigate teachers' perceptions of efficacy development in elementary public and private schools. Practitioners in both public and private schools may use my findings to support the development of teacher self-efficacy in their school setting. Through the TSES, I identified similar levels of teacher efficacy in the public, private nonsectarian, and private religious-affiliated schools. Though the schools had similar average teacher efficacy levels, I found the schools used different practices to develop efficacy in their unique school setting. Though both developed efficacy, they implemented different practices. I found public school efficacy development was primarily administration driven while private school, both nonsectarian and religious-affiliated, efficacy development was primarily teacher and team-driven. Practitioners in both public and private school settings can learn from the practices implemented in the other school. Given the similar efficacy levels in the participating public and private school settings, if the schools implemented some of the strategies the other schools implemented, it could increase efficacy development across the board in each unique school.

Through this study I found administrators should work to foster an environment where teachers feel empowered to drive development practices. Teachers in both private school settings consistently expressed teacher/team-driven development led to a greater sense of ownership and thereby a greater of sense efficaciousness in their practice. For example, teachers should

be empowered to develop their own professional goals, develop pathways to achieve those goals, and determine professional development that would support their learning. This could include teachers identifying a goal and then selecting teachers within their building to observe what they feel would be able to support them with specific needs. Instead of the development being solely administration-driven, teachers should be given the opportunity to contribute to the growth processes.

While team driven efforts provided benefits, administrative expertise and guidance also impacted teacher efficacy development.; therefore, administrators should not hesitate to provide guidance on best practices. For example, teachers benefit from ownership of their professional goals, but they should develop those goals based on both informal and formal feedback from the administration. In addition, while teachers benefit from peer observations, the positive effects can be amplified by the teachers using a guiding document created by administrators to frame their observations. While schools benefit from teacher/team-driven development practices and administrative driven development practices, school leaders need to develop ways to empower the teacher/team driven process while also still maintaining administrative oversight in the development of teachers in their building.

Recommendations for Further Research

Through conducting this study, I identified five recommendations for further research. First, the purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. Though I investigated school settings to gain insights

from both, I recommend the development of a study with the specific purpose of comparing efficacy development practices in public and private school settings. With 10% of U.S. students in the 2017-18 school year attending private schools, a need to continue to research effective strategies in both public and private schools persists (Taie & Goldring, 2020). With the focus of the study solely on comparing elementary teachers' perceptions of efficacy development strategies in their unique school settings, future researchers would be able to identify strategies that teachers perceive to be effective and ineffective strategies in both school settings. I focused this study on identifying the ways that teachers perceived that efficacy is developed and therefore identified the positive examples. A study developed with research questions that allow teachers to better explain their perceptions of effective and ineffective strategies both would allow the researcher to gain more insights on the strategies that teachers did not see as effective in efficacy development.

The second recommendation for future research is to separate the public schools into categories as I did the private schools for this study. I divided private schools into private nonsectarian schools and private religious-affiliated schools but only included one type of public school. To mitigate outside factors in the study, I selected a public school with similar demographics to the private schools participating in the study. For this reason, the results of the study could have been impacted by the specific type of public school selected. In future research, it would be valuable to look at various public school settings to identify practices that occurred in each specific school to gain insights into effective efficacy development strategies across more school contexts. For example, researchers

could study teacher efficacy in urban schools, rural schools, and suburban schools to compare the effectiveness of teacher efficacy development practices in each public school setting. This approach could provide insight into how teacher efficacy development occurs relative to factors such as socioeconomic status, community support, racial demographics, and other contexts that impacted a school setting.

The purpose of this qualitative, basic interpretive study was to examine teachers' perceptions of efficacy development in public and private elementary school settings. Future research in the area of middle school and high school would be beneficial to identify effective efficacy development practices in both middle and high school. I recommend researchers identify the efficacy development practices that are effective in middle and high school settings. Further investigation into efficacy development practices in middle and high school could identify practices that occur in those grade bands that may not in elementary school and that might be beneficial for teachers in all grade levels.

Another recommendation for future research is to investigate administrative perceptions of teacher self-efficacy development. Researchers could investigate practices administrators perceive to be effective in the development of teacher self-efficacy in their building and identify if those practices align with the practices teachers perceive to be effective. This research would provide administrators with a greater understanding of the alignment between their perceptions of effective efficacy development practices and the teachers' perceptions of effective efficacy development practices. This research could support the efficacy development in schools and ensure the efforts

administrators make toward developing efficacy align with the practices teachers perceive to be effective.

Peer observation was a strategy teachers perceived to be effective in the development of teacher self-efficacy in this study. Given these findings, further research into what aspects of peer observation led to greater teacher efficacy would add to the knowledge base. Researchers could investigate peer observation practices and the benefit of teacher self-efficacy. Various peer observation models could be studied to identify the most effective peer observation models in addition to investigating the impact of peer observation in elementary, middle, and high school teachers to identify the impact across divisions.

Conclusions of Study

I designed this research study to investigate teachers' perceptions of efficacy development in elementary public and private schools. Through the administration of the TSES to identify participants and individual interviews, I gained insights into teachers' perceptions of the efficacy development in their specific school setting: a public school, a private nonsectarian school, and a private religious-affiliated school. I identified implications for practice that would benefit both public and private schools and identified recommendations for future research in the area of teacher self-efficacy. In summary, developing teacher efficacy proves relevant in all settings. While the context of a school may impact the availability and viability of certain strategies, students and teachers in all schools benefit from an increased sense of teacher self-efficacy.

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Appendix A

District Permission Request

February 2021

REDACTED INFORMATION

Members of the REDACTED INFORMATION Research Committee,

My name is Amy Henderson, and I am a doctoral candidate at Lincoln Memorial University. I currently serve as the Lower School and Early Middle Principal XXX. I am seeking the opportunity to conduct my research in the XXX system. I am the lead researcher of the proposed qualitative interpretive study titled, *Teacher Perceptions of Efficacy Development in Elementary Public and Private Schools.* Below is detailed information about the research study that the XXX District Research Committee requests for approval consideration.

1) **Name and Contact Information of Investigator:**
   Amy Henderson
   ADDRESS
   Amy.henderson@lmunet.edu

2) **Phone Number:**
   Daytime phone number XXX

3) **Position of researcher:**
   Doctoral candidate at Lincoln Memorial University

4) **Principal Investigator's Instructor Name and Contact Info:**
   Dr. Josh Tipton
   Lincoln Memorial University
   Professor/Dissertation Chairperson
   Joshua.tipton@lmunet.edu

5) **Title of Study:**
   Teacher Perceptions of Efficacy Development in Elementary Public and Private Schools

6) The purpose of this study is to investigate teacher perception of efficacy development in elementary public and private schools. The researcher is conducting a qualitative interpretive study in order to gain insights based on teacher perceptions of efficacy developments in both public and private school settings.

   a. **Purpose:** The data are being collected for a dissertation.
   b. **Target population:** The researcher is conducting a qualitative interpretive study. The researcher would like to conduct research in one public elementary school in the REDACTED INFORMATION. The entire elementary school teaching staff at that school would be provided the consent form and option to complete the survey if they chose. Based on

the information obtained on the survey, the researcher seeks to interview 6 individual teachers from the school to gain more insights on their perception of efficacy development within their school.

c. **Data collection procedures:** There are two primary data collection procedures for this study. First, all teachers in the selected elementary school will be provided with the Informed Consent Form explaining the study and then given the opportunity to voluntarily complete the 24 question Likert-type survey, the Teacher's Sense of Efficacy Scale (TSES). This is completely optional, and teachers will be informed their option to opt out of this research study at any time. Due to COVID precautions, the researcher will not visit the school in person but instead will coordinate with the principal the best method for electronically conducting the survey with the teachers in the school. At the end of the electronic survey, a question will be included asking if the teacher is willing to participate in a 30 to 40 minute follow-up interview. Teachers that consent to participating in an individual interview will be asked to provide contact information at the bottom of their TSES. Second, the researcher seeks to individually interview up to 6 teachers from the school in order to gain an understanding of their individual perceptions of efficacy development in their school. Due to COVID precautions, the researcher will not conduct interviews in person but will conduct all interviews via Zoom in order to maintain safety for all participants.
d. **Estimated time:** The teachers in the selected and approved elementary school will be asked to complete the TSES upon their consent to participate. The survey should take 5-10 minutes to complete. Individual teachers that provide consent to participate in an individual interview via Zoom will be interviewed in a 30 to 40 minute interview.
e. **Confidentiality statement:** I, Amy Henderson, do commit to maintaining the highest standard of privacy and anonymity for all participants, individual schools, and the REDACTED INFORMATION for the duration of the study titled Investigating Teacher Perceptions of Efficacy Development in Public and Private Schools. Any and all publications, presentations, and references to this study will contain redacted and/or coded information so as to not reveal any identifying information for all participants, individual schools, and the REDACTED INFORMATION. Google forms is the web-based questionnaire site to be used for participant data collection. This is a secure site and is password-protected with a single method of authentication. The researcher will have immediate access to the data via a password-protected questionnaire on Google Forms. Only the researcher will have the password to the survey site. The automatic log-in function will be removed from Mrs. Henderson's laptop computer and settings will reflect that no participant will have access to the questionnaire responses. Dr. Josh Tipton will also be aware of the location of the study and will assist with organization of data; the participant identities and school names will be coded prior to assistance from Dr. Tipton. The researcher will collect the data and once the data are coded with unique identifiers, only then will the data be shared.

f. **Projected value:** Over the last 40 years, researchers have found teacher self-efficacy to have positive impact on students through student achievement and teachers through greater job satisfaction and teacher retention. With the positive impact of teacher self-efficacy on both teachers and students, it is critical to continue to study efficacy development across a variety of settings in order to identify effective efficacy development strategies. The researcher seeks to identify effective efficacy development strategies in both public and private schools in order to gain insights into what is effective in both school settings. Public and private schools have different structures, opportunities, and practices. The researcher believes that by investigating efficacy development in both public and private school settings, knowledge can be gained from both settings that could be combined to benefit all schools that are seeking to help develop self-efficacy in their teachers.

7) **Attached documents (4):**
   a. LMU Informed Consent Statement (to be given to each teacher to read before completing the TSES)
   b. Teacher's Sense of Efficacy Scale (TSES) to be given to teachers that consent to participation
   c. Individual Interview Protocol Including Interview Questions
   d. Research Request Letter for Principals

8) **Letters/Consent forms (see above)**

9) **Length of study:** The researcher must first gain IRB approval from Lincoln Memorial University to complete this study. The researcher will then begin conducting research at the individual school selected once permission is gained. The estimated date of beginning data collection would be the middle of March with data collection continuing into no later than May. Once data collection is complete, the researcher plans to complete the data analysis and discussion. The goal is for the full dissertation to be complete by July 2021.

10) **Background check:** Due to not visiting the campus in person and not having interaction with students, a background check would not be needed. If the REDACTED INFORMATION deemed a background check or drug screening as needed, the researcher consents to completing any and all necessary steps in order to be provided permission to conduct research.

Appendix B

Principal Permission Request

REDACTED INFORMATION

Dear REDACTED INFORMATION,

The purpose of this letter is to ask permission to collect data in your elementary school in relation to a study being conducted titled *Teacher Perception of Efficacy Development in Elementary Public and Private Schools.* The study is being conducted by Mrs. Amy Henderson, in partial fulfillment of the requirements for the degree of Doctor of Education at Lincoln Memorial University. The process will include sending the voluntary Teacher's Sense of Efficacy Scale to the core content teachers in your school. Teachers who volunteer to participate will do so without harm for impact on their current or future professional standing. Teacher participants will be asked to complete 24 questions regarding teacher efficacy. Responses will be confidential without any identifying characteristics. Teachers will also be asked to notify the researcher if they are willing to participate in an individual interview. All interviews will be conducted via Zoom in order to maintain safety for all individuals involved. The interview will be kept confidential as well. Finally, the researcher will request to view documents related to the development of teacher efficacy in your building (e.g., staff handbook) for data collection purposes to support the research of the study.
Thank you, in advance, for considering this research.

Sincerely,

Mrs. Amy Henderson

amy.henderson@lmunet.edu

Appendix C

Permission to Use Teacher Sense of Self Efficacy Scale

William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

September 16, 2020

Dear Amy,

I hope your university will reopen at some point with face-to-face classes. In case you have to continue your research remotely, however, please know that you permission to transfer the Teacher's Sense of Efficacy Scale (TSES) document to a Google format so that your participants can complete the survey electronically.

Please continue to cite my research with Dr. Hoy with the proper citation as follows:

> Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

In case you still need this, you can find a copy of the measure and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch. I will also attach directions you can follow to access the password protected web site.

I wish you luck and all the best with your future research.

Regards,

Megan Tschannen-Moran
William & Mary School of Education

P.O. Box 8795 • Williamsburg, VA 23187-8795 • (757) 221-2187 • mxtsch@wm.edu

Appendix D

IRB Approval

LINCOLN MEMORIAL UNIVERSITY

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6965 Cumberland Gap Parkway
Harrogate, Tennessee 37752
423.869.3611
www.lmunet.edu

Federal-Wide Assurance Number FWA00012543
Institutional Organization Research Group (IORG) IORG0005225

Date: April 6, 2021

To: Amy Henderson

From: Dr. Kay Paris, Chair, Institutional Review Board

Project Title: Teachers' perceptions of Efficacy development in elementary Public and Private Schools

IRB #: 1000 V.1

Approved: April 6, 2021

Thank you for submitting your application to the Lincoln Memorial University Institutional Review Board (LMU IRB). The IRB appreciates your work in completing the proposal. Your proposal was evaluated in light of the federal regulations that govern the protection of human subjects.

Specifically, 45 CFR 46.110(6) Collection of data from voice, video, digital, or image recordings made for research purposes. (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The IRB has determined that your proposed project employs surveys that pose no more than minimal risk to the participants. The information will be obtained in such a way that one's responses will not be linked to one's identity or identifying information. Moreover, accidental disclosure of the participants' responses would not have the potential to harm to the person's reputation, employability, financial status, or legal standing.

Research must be conducted according to the proposal submitted to the LMU IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For ***any*** proposed changes in your research protocol, please submit a Request for Modification form to the LMU IRB. Please be aware that changes to the research protocol may require submission of a new IRB application or other materials to the LMU IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the LMU IRB as soon as possible. If notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact me.

Sincerely,

Kay Paris

Kay C. Paris, PhD
Chair, Institutional Review Board
kay.paris@lmunet.edu

cc: Dr. Joshua Tipton

Documents Reviewed:
IRB Application V.1
Individual Interview Consent 4/5/21
Informed Consent Form 4/5/21
TSES – Google Form

Appendix E

Teacher TSES Informed Consent Letter

Investigation of Teacher Perception of Efficacy Development in Elementary Public and Private Schools Information and Consent Form

As a student of the Ed.D. program in the Carter and Moyers School of Education at Lincoln Memorial University, Mrs. Amy Henderson is currently collecting data related to teacher perceptions of efficacy development. The purpose of the study is to investigate teacher perception of efficacy development in elementary public and private schools in order to gain better understanding of efficacy development across various school settings.

I am requesting your participation, which will involve completing the 24 question Teacher's Sense of Efficacy Scale. Completing the scale should take approximately 5-10 minutes.

Your participation in this study is completely voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. Furthermore, not participating or withdrawing will not adversely affect your relationship with anyone at Lincoln Memorial University. If at any time you discontinue the Teacher Belief Scale, your results will be discarded. Your responses will be kept strictly confidential, and data will be stored in secure computer files and secure storage location for paper copies. Any report of this research that is made available to the public will not include your name or any other individual information by which you could be identified.

This study is considered a human research project; however, the risk to you for being involved is minimal.

If you have any questions concerning the research study or want a summary of this study's results, please contact Amy Henderson at PHONE or amy.henderson@lmunet.edu.

This research has been approved the Lincoln Memorial University's Institutional Review Board. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you may contact Dr. Kay Paris, Chair of the Human Subjects Committee, Institutional Review Board at 423-869-6834 or Dr. Joshua Tipton, Dissertation Chair, at PHONE.

I HAVE READ THE ABOVE INFORMATION AND CONSENT FORM, AND I CONSENT THAT I AM OVER 18 YEARS OF AGE, AND AGREE TO PARTICIPATE IN THIS STUDY

Appendix F

Informed Consent for Interview Participants

Investigation of Teacher Perception of Efficacy Development in Elementary Public and Private Schools Information and Consent Form

My name is Amy Henderson. As a student of the Ed.D. program in the Carter and Moyers School of Education at Lincoln Memorial University, I am currently collecting data related to teacher perceptions of efficacy development. The purpose of the study is to investigate teacher perception of efficacy development in elementary public and private schools in order to gain better understanding of efficacy development across various school settings.

Thank you for consenting to take part in an individual interview for the second part of the study. The next step in this research study will be to conduct individual interviews in order to gain better understandings of teacher perception of efficacy development in their specific school setting. The interviews will last approximately 30 minutes. Your identity will be kept confidential if you are interviewed and you have the opportunity to stop the interview at any time.

Your participation in this study is completely voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. Furthermore, not participating or withdrawing will not adversely affect your relationship with anyone at Lincoln Memorial University. If at any time you discontinue the Teacher Belief Scale, your results will be discarded. Your responses will be kept strictly confidential, and data will be stored in secure computer files and secure storage location for paper copies. Any report of this research that is made available to the public will not include your name or any other individual information by which you could be identified.

This study is considered a human research project; however, the risk to you for being involved is minimal.

If you have any questions concerning the research study or want a copy or summary of this study's results, please contact Amy Henderson at PHONE or amy.henderson@lmunet.edu.

This research has been approved the Lincoln Memorial University's Institutional Review Board. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you may contact Dr. Kay Paris, Chair of the Human Subjects Committee, Institutional Review Board at 423-869-6834 or Dr. Joshua Tipton, Dissertation Chair, at PHONE.

I have read the above information and consent form, and I consent that I am over 18 years of age, and agree to participate in this study.

Signature_____

Printed Name_____

Date_____

Appendix G

Individual Interview Protocol

Individual Interview Protocol

Candidate Name: Amy Henderson
Date of Interview:
Time Interview Began:
Time Interview Concluded:
Participant Pseudonym:
Participant Information:

Interviewer (I):
This interview should take about 30 minutes.

Do you mind if I record our conversation?

Teacher efficacy is the belief by an educator that they can positively impact students. There are many factors that impact teacher efficacy. The purpose of this interview is to get honest perceptions on efficacy development in your specific school setting.

Your responses will remain confidential, and your identity will remain anonymous in the reporting of the results.

Upon request you will be provided a printed copy of the transcript of this interview to provide you with the opportunity to check for accuracy and correct any information.

You may end the interview at any time. Just tell me you want to stop.

Do you understand everything so far?

Do you have any questions?

May we begin?

Participant (P): Participant Affirmation(s)

Prequestions: How long have you taught at this school? Have you always taught in this type of school setting?

1. Tell me why you got into education and how you feel about your career as an educator.

2Tell me about your school and the culture of the school (ex. among staff and students, teacher and admin).

3. Everyone faces challenges and obstacles in teaching. Describe a time that you faced a challenge that you were able to overcome (could be a student situation, instructional challenge, etc.). (After they answer) How do you believe your school equips teachers to overcome challenges like you described or other challenges they might face in education?

4. How do you feel your school provides opportunities to learn from the strengths and successes of others in your school (ex. observations, teachers with expertise leading PD, peer observations and feedback)? Could you explain a time that happened and if there was any benefit for you?

5. Do you believe there is a culture of growth, productive feedback, and overcoming obstacles at your school? If so, explain how that has been accomplished and how, if at all, it helps you.

6. Does your school provide opportunities for your team to celebrate accomplishments together as a team? If so, describe example or a specific situation.

7. Describe anything that you feel that your school could your school do differently to support you as an educator in your efforts to make an academic and personal difference for your students?

Appendix H

Public School Coding Matrix

School Culture of Support and Excellence

- Parent support
- Administrative support
- Community support
- High expectations
- Rigor

- "parental support"
- "supportive parents"
- "PTO and foundation open to listening as well"
- "great model for how a community can all work together" in education (parents, staff, community
- "high expectations"
- "administration appreciates high rigor and high expectations"
- "increased rigor"
- "instructional coach who listens and gives feedback"
- "administrators open to listening"
- "really clear expectations" understood by staff, students, community, and anyone that enters the school
- "administration open to listening"

Administration-Driven Professional Growth

- Feedback from administration
- Administration leads and develops professional development
- Principal provides guidance for meetings
- Administration spotlights key areas they feel important

- Hearing suggestions from administrator "to solve problems"
- Feedback helpful when it comes from "administration or our instructional coach"
- "principals lead a lot of things"
- Principal has "set up many opportunities for this"
- "buck stops at the principal's office" principal sets the tone
- "learning walks with specific areas to look at and focus on from principal"
- "vertical team meetings set up with specific goals for each meeting" that are set by administration
- "weekly TPEG meetings" meet as a grade level with principal and instructional coach
- "instructional coach who listens and gives feedback"
- Principals "ask us what we need and want from PD" and then they make plans
- "admin is pretty good at spotlighting things they find most valuable"
- Emails with "immediate feedback" as soon as they walk out of your room (from admin)
- "admin open to listening"

Growth Structures Developed by School

- Vertical team meetings
- Shout outs
- Teacher observation of peers
- Learning walks
- Instructional coach feedback and support
- Clear expectations

- "vertical team meetings"
- "vertical team meetings set up with specific goals for each meeting"
- "having teachers able to observe" other teachers
- "shout outs"
- "monthly vertical team meetings"
- In vertical team meetings we see "collective as a school what we are struggling with"
- "classroom observation of teammates"
- "once a month vertical team" is "content focused"
- "really clear expectations"
- "learning walks with specific areas to look at and focus on from principal"
- Vertical teams "very helpful in understanding where they need to be in other grades"
- "weekly [external development system] meetings" meet as a grade level with principal and instructional coach
- "instructional coach who listens and gives feedback"
- "vertical team meetings"
- Emails with "immediate feedback" as soon as they walk out of your room (from admin)

Appendix I

Private Nonsectarian School Coding Matrix

Relationships

Administrative support

- "school focus is part of our culture to create a community"
- Problems with students solved by "having that relationship" with parents.
- "It's ok to not be great at everything."
- "based on relationships"
- "open administration and I feel like they want everybody to be successful."
- "feel so supported"
- "principal has really gone to bat for us"

Community culture

- "doesn't feel like admitting a weakness to go and say I really want some training on this"
- "probably celebrated for it (admitting areas to grow in"
- Acknowledging that people have different strengths and they have different things to share
- "it doesn't tend to be competitive"
- "vulnerable with things that you need"

Safe to admit needed growth areas

Recognition of others' strengths

Teacher-Driven Development

Teachers treated as professionals in decision making

- "give us the power to make those professional decisions"
- "They allow us to make our decisions and to communicate with leadership and administration"
- "We have SMART goals at our school."
- "Other teachers come in our classroom and observe us focusing on their goal."
- "There's a lot of great people here. Go see what you can figure out."
- "You're constantly working on something (goals)."
- Teachers lead PD "so it's not an administrative top down thing"
- "feedback given by teachers on observation forms"

Teachers can impact change

- "When you're planning a professional development time you know what teachers want"
- Teachers regularly identify needs and "if it's something that we feel like is going to be helpful and we really argue for the cause it happens"
- "at those weekly professional development meetings we are often asked to sort of take the lead"
- "when teachers kind of come up with great ways to do things and they'll present"

Teacher-determined SMART goals

Teachers determine how to meet the goals

Teacher developed and lead PD

Teachers provide feedback to others

Growth Structures Developed by School

Weekly PD time

- "We have SMART goals at our school."
- "have observation forms that have specific key points that they want us to look for"
- "have weekly PD time from 1:30-3:30"
- "They set aside time to let us do that (work on something)."
- "Strategic design teams by subject"

SMART goals for individuals

- "regular PD every Wednesday"
- "weekly professional development"
- "SMART goals going all the time"
- "targeted professional development"
- "we have to observe"
- Meet with principal "each quarter for kind of a check in"

Strategic design teams by subject

Observation of others

Appendix J

Private Religious-affiliated School Coding Matrix

Leadership

Trust in leadership

- "great rapport and there's great trust with our leader"
- Teachers have "full backing of principal"
- Principal "will go to the end of the Earth for their teachers"
- Principal "communicates well"
- "ton of support" from admin
- "complete support"
- Principal "exceedingly patient with us"
- Principal "accessible. She's available"
- "You're never afraid because she's always so affirming"

Good communication

- "a lot of communication"
- "monthly notes from principal"
- "wonderful communication"
- "principal meets with us"
- "don't have to worry about if there is going to be time to talk to her about stuff"
- Head of school "willing to share the stage"
- "acceptance" culture
- "we love you anyway" even when mistakes happen

Administration supportive

Administrative time

Team-Driven Development

Teachers support each other

- "not a competition, we're all after the same thing"
- "get together and come and we talk about what could be better"
- "encouraging people to step forward and share their expertise"
- "engenders a culture of willingness to share expertise"
- "lots of time to meet with teachers in our own grades"
- "history of using the gifts that each teacher brings to the table"

Teachers' voices are listened to and impact change

- ""mentors" support new teachers
- "several teachers I can go to say I'm stuck with this"
- "meet with teammate daily"
- "work together as a team"
- "tremendous sense of camaraderie"
- Teammate "fills my weaknesses and I admit that totally"
- Head of school "willing to share the stage"

Learn from strengths of others

Teamwork

Growth Structures Developed by School

Monthly staff meetings

- "once a month staff meetings"
- "staff shout outs"
- "a lot of communication"
- Share shout outs
- "lots of time to meet with the teachers in our own grades"

Staff shout outs

Teachers leading PD

- "teachers leading professional development"
- "mentors"
- "encouraged to visit other schools"
- "encouraged to go and observe peers in other classes"

Communication

Time dedicated to meet

Opportunities to observe

Encouraged to visit schools

Scheduled meetings with principal

- "monthly notes from principal"
- "principal meets with us"
- "don't have to worry about if there is going to be time to talk to her about stuff"
- "opportunities to observe"